

# MAGAZINE

OFFICIAL ORGAN OF THE  
**ALBERTA TEACHERS' ASSOCIATION**

MAGISTRI

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VOLUME XXI

NUMBER 1

## EDUCATION'S SPHERE



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SEPTEMBER, 1940

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# THE A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI



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Volume XXI

SEPTEMBER, NINETEEN HUNDRED AND FORTY

Number ONE

## EDITORIAL

### ... AND FORBID THEM NOT ...

THE members of the profession surely should raise their chins, elevate their chests and generally "have a good conceit of theirselves" after reading the Departmental Memorandum for Principals of High Schools Relating to the Selective Training of Teachers. Here, and we quote, is what is expected of a teacher:

- "(i) Mental ability and scholarship above the average.
- (ii) Initiative and leadership.
- (iii) Good voice, speech and command of the English language.
- (iv) Social grace and social intelligence considerably above the average.
- (v) Sincerity and strength of character.
- (vi) Good mental health, and an attractive and well integrated personality.
- (vii) Good physical health and physique, and freedom from serious physical defect."

\* \* \*

THE circular says that not all High School graduates possess the required abilities and personal qualities. Indeed no! However, one would be pretty safe in assuming that, generally speaking, all High School graduates who do not enter the teaching profession, under normal conditions at least, are assured of an endowment of this world's goods far heavier than if they had placed such abilities and personal qualities at the disposal of the boys and girls instead of entering business or other professions. Indeed, who will question that this inverse ratio of quality of personality to remuneration for his services is the reason why teaching is often regarded as a stepping stone to something "better". As one examines the schedules of salaries of our School Divisions or the rates paid in most of the towns and villages, one can hardly suggest otherwise than that sincerity and strength of character

rather than self-interest must be the dominant characteristic of the members of the profession. Yes, the whole works: "mental ability and scholarship above the average" right down to "good physical health and physique, and freedom from serious physical defects", goes under the hammer often for less than \$840.00 per annum.

\* \* \*

WE ARE quite aware that the teacher, teaching solely for the pay-check, may be somewhat lacking in that so essential degree of sincerity and strength of character. However it seems to us the one thing which will wear down the idealism, of teaching for the love of the thing, is the constant and ever present lack of the wherewithal to maintain, let alone advance, the standard of personality, social grace, mental and physical well-being of the teacher and his family. As it is, altogether too low an economic level of existence is set for teachers in Alberta, and even more so in most Provinces of the Dominion. This constant grind and struggle for existence will sooner or later have a deleterious reaction on the individual, and sooner or later (mostly sooner) the teacher will bow to the desire to be like many of his fellow High School graduates with similar qualities and abilities, who are able to enjoy the good things of life, freedom from financial worry and the social circle in keeping therewith.

\* \* \*

IT SEEMS to us inevitable that this time of crisis should be a time of searching self-examination by Canadians. Dr. M. M. Coady says:

"The masses of the people are the last great force that will effect essential changes in our way of life. They must be equipped with education."

The *Edmonton Bulletin*, in quoting the above, made this comment:

(TABLE OF CONTENTS ON PAGE TWO)

"But the development of intelligence in the Canadian masses is more than a force for the establishment of a high standard of living. It is an absolute necessity for the maintenance of Democracy.

"The well-being of a Democracy depends most importantly on the ability of the masses to select capable leaders. Incapable people cannot choose capable ministers and representatives.

"Intelligent government depends upon intelligent electors. Intelligence among electors is built up by education and study."

True, the main task immediately ahead of every component part of the British Empire is to win the war. But win the war for what? Is it not to preserve and keep alive the finer things of life which are now in jeopardy? Is it not to preserve that standard of existence where the people may participate in intelligent government and follow in a way of life where music, the fine arts, happy social relationships and freedom from economic worry may develop? Is there not a danger, however, that the practical application and development of these things should actually be allowed to languish while we are battling to preserve sanity, freedom and tolerance in the young minds? Is it not a very serious danger that, while expending wealth by the billions on destruction (necessary and inevitable though it unquestionably is) we fail to provide the wherewithal to maintain, continue and develop the higher things of life? Now, if ever, should not the nation see to it that the generation immediately following that daredevil, chivalrous cavalier type, the stuff composing our airmen and other fighting forces, should be safeguarded from being starved or stunted in spiritual, intellectual and social growth. Is there not a danger at this time of allowing the maintenance of the all important education services to languish? The nations never become economically bankrupt by reason of the small quota extracted for the educational services: they should be not only maintained but also further developed and extended. A close examination of educational statistics would reveal the fact that the way teachers are treated, generously or otherwise, is a criterion of the total expenditure on education services. It is also a criterion of whether or not the nation or the community puts spiritual or material things first.

\* \* \*

THE Royal Commission on Dominion-Provincial Relations embodied this statement in their report:

"It seems to us that education, like every other form of welfare service in a democratic community, should have to fight for its life."

Does this mean that it is the opinion of the members of the Commission that it is a right and proper thing that education and all other welfare services

should actually be sentenced to struggle for their existence in every democratic community, or that it is an attendant working out of democracy that such should be so? We suggest that the Commission has put the cart before the horse: that is to say, the ideal of democracy should be to arrive at that stage where education and other welfare services are not compelled interminably to struggle for their existence. To us it seems that the Commission puts the materialistic and financial side first and relegates the spiritual to the limbo of forgotten things—until money is easy. We believe with conviction and urge with the zeal of the crusader that true democracy should scorn such an attitude towards welfare services. Maybe the democracies have not yet arrived where the spiritual, ethical and aesthetic are always accepted as indispensable and paramount by the nations' leaders and public. But we have faith that democracy is on the march and finally will reach the heights where the aspect as a whole pleases and only the materialism left in mankind is seen as vile.

Our business as teachers is to ensure that in a modern world of destruction and hate, we build for the future; that we strain to the utmost so to train the present generation under our care nobly and well; that our charges be led to realize that where materialism is worshipped the spiritual is lost sight of altogether.

"Where there is no vision the people perish."

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## PRESIDENT'S NEWS LETTER

CONVENTIONS this fall promise to be an unusual treat. Two outstanding American educationists from Northwestern University, Dr. Howard E. Lane and Dr. F. C. Rosecrance have been secured to make an itinerary of the fall conventions as speakers. In this way the Executive hopes to extend the influence of Progressive Education to every corner of the Province.

It is to be hoped that the Dominion Government in consultation with representatives from the Prairie Provinces will come to some satisfactory arrangement for dealing with the present wheat crisis. Little imagination is required to foresee what results any five-bushel-quota policy would have on Western economy.

Education in the West is very largely supported by local taxation. In many instances the main income results from the sale of wheat. If the farmer, for any reason, is unable to sell his wheat, taxes remain unpaid and social services are starved. Such a situation would not be entirely new to Sas-

katchewan where education has had a bitter battle for its existence. But for Alberta, this would be a comparatively new experience.

However, certain factors combine to make the present situation a more serious threat to education in general than was the Saskatchewan crisis during the years of drought. There is now no abundance of teachers. Even with better salaries, school boards are finding it increasingly difficult to staff their schools. Any sharp decline in teacher income would have the immediate effect of driving large numbers of teachers into more lucrative work. Schools in rural areas would close.

Such a crisis must be averted. Canadians everywhere will raise their voices against any policy that would bear so heavily upon our youth. No government can afford to let such vital services as education lapse, even in times of war. As the writer sees it, the Dominion Government cannot escape responsibility in this particular instance. It is faced either with the necessity of providing some satisfactory scheme whereby the farmer may realize a fair return for his produce and thereby be permitted to meet his state and social obligations; or with directly assuming responsibility for maintaining social services such as education in those regions most affected by its policy.

We await the final decision anxiously and pray that it may bear the marks of statesmanlike deliberation.

Yours fraternally,

RAYMOND E. SHAUL.

## FALL CONVENTION GUEST SPEAKERS



**FRANCIS CHASE ROSECRANCE, Ph.D.**

Dr. Francis Rosecrance, Associate Professor of Education at Northwestern University, was born in Ogle County, Illinois. He attended Lawrence College, Wisconsin and later the Universities of Chicago, Wisconsin, Harvard, and Northwestern. In addition to his usual duties in Northwestern University, he has instructed in the Summer Schools of Wisconsin and Northwestern.

Dr. Rosecrance, an excellent speaker and stimulating discussion leader, is very active in the Progressive Education Association movement. Much interested in the field of guidance and child development, he is, at the present time, director of the workshop in elementary and secondary education at Northwestern sponsored by the P.E.A.



**HOWARD E. LANE, Ph.D.**

Dr. Howard Lane, Professor of Education at Northwestern University, was born and educated in Kansas. He received his Ph.D. from Northwestern in 1934.

Among Dr. Lane's many activities is his direction of the Highest Primary School in Wilmette, Illinois. This school is a fine example of what can be achieved by the application of the principles of experimental philosophy.

To those teachers who attended the Easter Convention at Edmonton in 1939, Dr. Lane needs no introduction. His three addresses: "Developing a New Programme in Rural Schools", "Classroom Practices in the New School", and "Administrative Problems of the New Elementary School" were all much enjoyed by those in attendance.

As we go to press news comes that Dr. Samuel Everett of Northwestern University, will replace Dr. Rosecrance as Convention guest speaker during the first two weeks of October. Dr. Rosecrance will not arrive until October 15th.

# WIDER FIELDS OF ENDEAVOR



**DR. A. B. CURRIE**

Dr. Currie is to be congratulated on his appointment to the position of lecturer on the staff of the College of Education at McGill University, Montreal. Acceptance of this position terminates two years of able service on the high school inspectorial staff of Alberta. When Alex assumed duties as High School Inspector in September, 1938, we said a lot of good things about him as a man, as a friend, as a teacher and as a past vice-president of the A.T.A. We, taking nothing back, could add considerably by reason of the fine impression he made everywhere in the two years' service as High School Inspector. Alberta loses (but for a time we hope) an outstanding educationist. However, we must console ourselves by remembering that Alberta's loss is McGill's gain.



**ROSS S. SHEPPARD, M.A., M.Educ.**

Mr. Sheppard, assistant superintendent of the Edmonton Public Schools for the past two years, was recently appointed to succeed the retiring superintendent, Mr. G. A. McKee, O.B.E., and assumed his new duties this September.

Mr. Sheppard was born in Ontario receiving his early education there. In 1911 he graduated as a gold medalist from Toronto University, having enrolled in the honor course in mathematics and physics. After a year spent at the University of California where he won a scholarship for research work, Mr. Sheppard attended Calgary Normal School. From the University of Alberta he obtained his Master of Arts and Master of Education degrees.

From 1913 to 1938 Mr. Sheppard taught mathematics in Strathcona High School and held the principalship from 1920 until his appointment as assistant superintendent in 1938. We are sufficiently intimate with the new superintendent to call him "Shep" and he likes it and his A.T.A. membership record is an unbroken one.

**W. E. FRAME, B.A.**

Mr. Frame, formerly Superintendent of the Drumheller Division No. 30, now becomes High School Inspector for Central Alberta. Born in Lethbridge, he received his public and high school training in that city. After graduating from the Calgary Normal School, Mr. Frame taught in Lethbridge, and upon graduation from the University of Alberta he taught in the high schools of Youngstown and Calgary.

During the Great War he served as a lieutenant with the Canadian Forces in France and was awarded the Military Cross.

In 1929 Mr. Frame joined the inspectorial staff of the Department of Education in Alberta. This summer he attended Columbia University taking post-graduate work.

# C.T.F. CONFERENCE AT HAMILTON

August 13 - 16, 1940

“...IT SEEMS to us best that education, like every other form of welfare service in a democratic community, should have to fight for its life...”  
Report of the Royal Commission of Dominion-Provincial Relations.

There, if you need it, is a good reason advanced by very high authority why the C.T.F. should not and did not suspend its activities in deference to Herr Hitler or the war situation. Whatever we may think of the opinion quoted, there is no doubt as to the fact: Education has to fight for its life in Canada.

So we gather on Tuesday morning in the Mural Room at the top of the Royal Connaught Hotel—three delegates from each Canadian province, with Fred Stephen of Montreal in the chair and C. N. Crutchfield of Shawinigan Falls, Que., in his time-honored place as secretary. Preliminaries are a little more prolonged this year; Mr. Crutchfield's technical students have made handsome gavels for presentation to all former presidents who have not received them; Mr. Russell Kelly of Hamilton has some rollicking stories which he quite easily gets away with; Mayor Morrison definitely and overtly believes in Hamilton, Ont. Both these gentlemen, however, feel that we have a real job to do, leading towards the welding of Canadian agriculture and industry into a strong, prosperous post-war economy.

Fred Stephen opens conference business with his Presidential address. White-headed but decidedly youthful in vigor and outlook, compact in build, prompt and facile in control of discussion, Mr. Stephen gave a good lead. His address was unfortunately not available for distribution, but we hope to quote extensively in a future bulletin.

The Secretary's Report included the tentative outline for the programme of Education Week, November 10 to 16, 1940, under the title “Education for Defence, Democracy and Peace”. In subsequent discussion, some delegates feared misinterpretation of this, and it was amended to “Education for Democracy in War and Peace”. It was understood that the objective of the programme should be a more vigorous spirit of Canadian unity and partnership in the present struggle for human liberties.

## Soldier Education.

On Tuesday afternoon, Col. Wilfred Bovey, long associated with University Extension work at McGill, and with the Canadian Association for Adult Education, told us of organized efforts now being made to offer the means of continued education to soldiers in our training camps. Quoting group surveys, he said that in one instance 1,000 out of 1400 recruits had not completed elementary school; in another camp, a very large number could not sign their names to the pay roll. The educational job as the Colonel sees it has two aspects:

- (1) To train soldiers in readiness for higher rank and responsibility;
- (2) To prepare them for civil reestablishment with improved prospects;

and a subsidiary purpose, to supply interesting occupation for men in isolated or otherwise tedious conditions.

In the ensuing discussion, more than one delegate told of enthusiastic local organization, of teachers diligently preparing evening lecture courses, and of the anticlimax when one or two soldiers turned up at the appointed time and place. Your reporter is not surprised. In the four years and two months of his infantry service in the last war, he cannot recall any time when a serious programme of book-

study would have been either practicable or enjoyable. The army does not usually do such things very well. Back in 1918 at Colchester, England, someone had the urge for “brighter soldiering”, and ordained that there should be a cross-country run. As the entry was small, “A” Company was lined up. The C.S.M. strode down the line: “You—you—you . . . fall out for the cross country run.” We can vouch for the facts, for we ran the whole six miles in hob-nailed boots!

Pardon the digression. The Conference was very anxious to be helpful, and willingly named a member to work with the Technical Committee on Education of the Canadian Legion War Services; but it was not at all convinced that civilian voluntary service by way of tutorial classes would be either wisely administered or fruitful in results.

In the broader field of War Activities, Canadian teachers have lent a willing hand. In various provinces they formed the nucleus of the National Registration staff; everywhere they have given generously and organized collections for the Red Cross; in one city at least they subscribed an ambulance; in the Atlantic region Mr. Ricker and many of his colleagues have become ARP instructors; many are serving with the armed forces.

## Entertainment.

Last year we saw very little of Montreal except a torrential rain. This year, thanks to Miss Currie and Messrs. Baxter and Bridge of the Hamilton Teachers' Council, we saw much of this beautiful Ontario city. Tuesday evening found us at the Hamilton Yacht Club for supper, and later cruising luxuriously round the bay. A sight-seeing tour up Hamilton's one-sided “mountain” before supper on Wednesday and a pleasant luncheon on Thursday with the city Board of Education were capped on Thursday evening by a bus-ride to Niagara, supper as guests of the Province of Ontario, and a memorable view of the illuminated Falls. Perhaps the illumination was a little contagious; on the return trip many were vocal, a few were musical and “Johnnie” Sutherland of B.C. was both. So much for the hospitality, all of which was freely given and greatly enjoyed. It did not interfere with four days of solid work.

## Wednesday Morning.

Provincial reports are up for study under twenty headings, the first five of which are, (1) Statistics, (2) Organization, (3) Superannuation and Insurance (4) Tenure (including contracts), (5) Salaries. The plan is to hear all the provincial spokesmen on the statistics of their Association, then all again on organization developments, and so on. The plan would work with a ten-day conference; as things are we get through seven items and incidentally touch one or two more.

## Some Figures.

The C.T.F. through its provincial affiliates has a total of 36,678 members, including some 2700 honorary, associate and student members. Of the paid membership, about 49 per cent is found in the three western provinces. Saskatchewan and Alberta have 100 per cent (automatic or statutory) memberships; of the others, B.C. with 78 per cent, Prince Edward Island with 75 per cent, and Quebec Protestant with 74 per cent, are in the lead. Some 3470 new teachers graduated from Canadian normal schools this year, not including Quebec Roman Catholic institutions. Teacher-unemployment appears to be greatly reduced, but Ontario re-

ports 400, Nova Scotia 100 and Saskatchewan 200 without work.

#### Progress in New Brunswick.

"The membership is the highest in the history of our Association owing largely to the fact that this year we have employed the services of a full-time Secretary and Organizer, who, when not engaged in office work, has contacted the teachers, particularly in the rural districts." Congratulations, New Brunswick, and more power to you, Mr. Secretary Styles! Your reporter is sure that is the one way to powerful organization. Prince Edward Island also has appointed a General Secretary, though not yet on full time. He is J. Reginald Macdonald of the Macdonald-MacArthur-Murphy junta which is out to build up teacher-organization into a vital force in The Island. To a westerner there is something rather moving in the home-feeling, with which the Prince Edward Island man speaks of "The Island". It must be something like being "a Devon man".

(Plaintive voice from B.C.: "We have an island too!")

#### Salaries.

The following trends are noted in the various provinces:

P.E.I.: The Association is urging reforms, the Government stalling. Many teachers are entering war-time vocations; this may stimulate salary improvement.

N.S.: The C.T.F.'s Salary Report (1939) has been widely distributed to lay foundation for action.

N.B.: Some increase in statutory minimum, which has now been made exclusive of the Government grant.

QUEBEC (Protestant): Provincial minimum \$300, but Protestant rural teachers earn from \$450 to \$600 a year. No advances reported.

ONTARIO: Secondary teachers are working for a self-imposed minimum of \$1400. Public school average slightly up. Women rural teachers (Protestant) average \$729.

MANITOBA: Marked advance in salaries of one-room rural teachers, representing a gross increase of about \$85,000 in the coming year, and entirely due to the earnest efforts of the M.T.F. and C.T.F. Salary Committees.

SASKATCHEWAN: "During the fall of 1939 some 6,000 teachers pledged themselves not to teach after July 1, 1940 at salaries less than \$700 and an equal number pledged themselves to contribute to a fund for the assistance of those teachers who might be temporarily unemployed as a result of their adherence to the pledge."

In March 1940 a statutory minimum of \$700 was inserted in the School Act, the Minister being empowered, however, to make exceptions.

"In 1937-38 the average contract salary in rural district was \$485. In 1940-41 the average will be slightly in excess of \$700 per annum. The total increase in contract salaries of rural teachers in 1939 was approximately \$300,000; in 1940 \$800,000."

So much for intrepid leadership!

ALBERTA: Salaries recovering gradually. Much resistance from divisional boards to \$840 minimum and to adequate schedules. Scandal of salary arrears practically cleared up, and cheques now mailed promptly. Average rural salary about \$800.

B.C.: The report gives at length the story of a salary negotiation deadlock which the teachers carried to an Arbitration Board. The School Board refused to countenance the arbitration proceedings, but were overruled; refused to accept the findings, but were overruled (by the courts); practised civil disobedience on a scale that Ghandi might envy, but finally paid the salaries set by arbitration and promptly fired the teachers. The teachers were reinstated by the Board of Reference.

#### The Larger Unit Across Canada.

In P.E.I., enabling legislation has been inserted in the revised School Act, but much groundwork must precede any introductory moves. In N.S. the general body of public opinion is reported favorable, and legislation will not be long postponed. In Ontario the number of large administrative units increases steadily; nearly 90 now. Trustees of Manitoba are themselves showing interest in the subject, "in several instances meeting together and discussing the larger organization." Saskatchewan has a School Divisions Act which, prior to the forming of a Division, requires a petition of 200 or more ratepayers followed by a successful plebiscite in favor of the change. Evidently an uphill job of public persuasion lies before the S.T.F. In Alberta 46 divisions have incorporated all but some 200 rural schools. In B.C., larger unit organization has been complete for some years, that is, in addition to the municipalities which generally prevail as the unit of organization.

#### THURSDAY MORNING

##### Teachers' Pensions.

Here is a 60-page mimeographed document prepared by the C.T.F. Committee on Pensions, presented and expounded by Creelman of B.C. Mr. Creelman has the aplomb of a famous spinach-consumer, with a curious technique of suspense which keeps us keenly attentive, and a clarity which leaves no doubt as to where he stands.

Pension plans are many and diverse. For example:

- The teachers may pay an agreed flat percentage of salary into a common fund, from which all pensions are paid without state assistance.
- The teachers may pay as in (a), and the province pay dollar for dollar into the common fund, from which—with its accrued interest—pensions are paid out.
- The teachers may pay as in (a), and the province pay dollar for dollar to the pensions issued, without contributing into the fund.
- The teachers may pay as in (a), the province undertaking to make such payments to the Pensions Board as may be necessary from time to time to keep the Fund solvent.
- The teachers may surrender a flat percentage of salary to the general revenue of the state, and the state undertake to pay pensions on an agreed schedule.
- The teachers may pay each into his personal account with the Pensions Board, and receive on retirement as many "units" of pension as he has paid for.

Which plan are you on in your Province? Which plan offers you the best prospects of security and comfort in old age? Saskatchewan and British Columbia are finding their schemes actuarially unsound, which means that they are moving towards a time when the Pensions Fund will have larger disbursements than receipts. Either increase of payments by teachers, or decrease of pensions to teachers (or perhaps deferment of retiring age) may be necessary. Alberta is just in process of beginning a Pension scheme; what has happened elsewhere in Canada and on other continents is of absorbing interest to her. It is clear, therefore, that a three-hour discussion of teacher-superannuation at the C.T.F. Conference, and a 60-page compilation of facts and expert opinion by the C.T.F. committee on pensions, are not merely the pretext for a vacation trip of provincial delegates, but a matter of dollars and cents, an attempt to ensure to all Canadian teachers a competent, business-like trusteeship of the millions of dollars which they lay aside for old age every year.

#### FRIDAY MORNING

##### Federal Aid—What Hopes?

An observation by Mr. Sutherland of B.C. on the tenor of the Rowell-Sirois Commission Report brings John Barnett to

his feet in a battling impromptu speech. For the Commissioners to say that education is a provincial responsibility and so outside their purview is absurd. They contradict themselves anyhow when they offer their blessing to the suggestion that universities might be given federal aid. Education will remain impoverished and down-at-heel in large areas of Canada so long as it depends upon direct and visible forms of taxation. The coming of thousands of British children to Canada may well open up Federal Aid as a question of immediate urgency.

Later in the day a resolution is brought in instructing the Executive to refrain for the present from active steps to force the issue of Federal Aid in the political field. This was defeated, and the general instruction of the 1939 Conference to pursue a vigorous campaign of propaganda and enlightenment remains the order of the day. And by the way, Dr. LaZerte of Alberta reported an active year as chairman of the Committee on Federal Aid. Hundreds of letters were written, and thousands of copies of the 1939 Salary Report (which treats at some length of Federal Aid) were distributed to public authorities and influential persons across Canada.

C.C.E.R. means Canadian Council for Educational Research. Dr. LaZerte represents the C.T.F. on the council, of which he is the chairman. (Other members, 1939-40, are Major H. B. King of Vancouver, Dr. F. M. Quance of Saskatoon, Brother M. Leo of Montreal, Mr. H. P. Moffatt of Halifax, Dr. Peter Sandiford of Toronto, Dr. J. E. Robbins of Ottawa, along with Dr. W. P. Percival of Quebec and Mr. L. W. Shaw of Newfoundland as consultative members).

During the past year 19 applications for aid in research projects were received by the C.C.E.R.; of these 12 were approved, and grants ranging from \$115 to \$500 were awarded. These amounted to \$2815 out of an available fund of \$6500.

"Who should receive financial assistance?" We quote briefly from the C.C.E.R. report: "Two rather definite policies were suggested: first, that assistance should be in the form of grants-in-aid and second, that these grants should be given to persons who have a problem and are well able to do a good piece of research but need some financial assistance. The Council was not in favor of giving grants to graduate students. It was thought . . . that monies given should in no instance be used to defray living expenses or to pay fees of students."

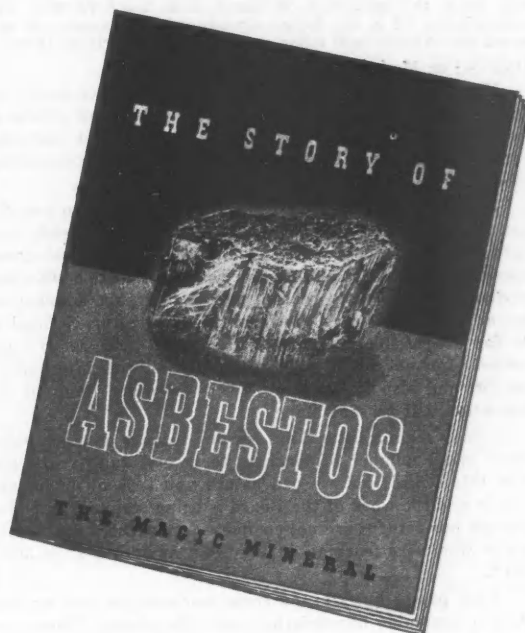
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Lest this report of the C.T.F. Conference become entirely too long, we cannot do more than mention the very interesting talk of Dr. E. A. Hardy on the work of the World Federation of Education Associations; Mr. Stephen's careful document on Educational Finance; the continuation of the Salary research by Miss Bessie Dunlop of Edmonton. There was much more besides.

The following officers were elected for 1940-41: President, Miss Eleanor Anderson, Hamilton; First Vice-President, Mr. J. H. Sutherland, Vancouver; Second Vice-President, Mr. F. R. Bolton, Outlook, Sask.; Secretary-Treasurer, Mr. C. N. Crutchfield, Shawinigan Falls.

And so closed the 1940 Conference, a hard but enjoyable grind for all concerned. The welfare and advancement of the front-line teacher, and especially of the rural teacher, continue to dominate our discussions. The rural teacher needs the C.T.F., whose leadership and powerful voice have done much for him in recent years, and will do more. And the C.T.F. needs the rural teacher; join your provincial association and enjoy the strength of solidarity. You will need that strength before the European market is opened again to the produce of rural Canada.

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## Teachers Must Complete Returns

The Board of Administrators of the Teachers' Retirement Fund is impeded in its progress by reason of the fact that a considerable number of teachers have not yet sent in form RF. 1 and proof of age as they are obligated to do under the provisions of *The Teachers' Retirement Fund Act*. The following letter has, therefore, been ordered to be sent to all teachers delinquent in this regard. It is hoped that this notice will draw the attention of many such teachers who will immediately fill in the forms already in their possession and avoid the expense and labor entailed in circularizing them.

Dear Sir or Madam:

We forward herewith copy of a circular letter signed by Dr. G. F. McNally, Deputy Minister of Education which, as far as human error permitted, was forwarded to each and every teacher in the Province last November. Accompanying this letter were forms RF. 1 and RF. 2.

It is possible that the letter and forms mailed to you did not get to you for some reason or other. Or possibly you have misplaced them. It is absolutely essential that these necessary returns from you be in possession of this office immediately. If, for any reason, you cannot submit proof of age or other particulars, the form should be returned filled-in as far as possible, together with a statement as to your reasons for not being able to supply all the information sought, and also let us know when the other items of information will be sent along.

It may seem a little thing for one teacher or a comparatively small number of teachers to be not fully registered with this Board; but we can assure you it is an important matter and the work of the Board is being seriously impeded because our returns are not complete for teachers now teaching or who were teaching during the year ending June 30th, 1940.

Time passes quickly and some teachers are looking forward to becoming beneficiaries under the scheme. Those who refrain from sending in records of past service are in danger of losing credit for such past service.

Because of the difficulties encountered in securing the necessary particulars from some school boards and some teachers, the Legislature, during the last session, passed the following amendment to *The Teachers' Retirement Fund Act*:

"8a. Any person required by this Act, or by the regulations, or by-laws made thereunder, to furnish any information or make any return or statement in writing to the Department of Education or the Board of Administrators, or to perform any act or duty, who refuses or neglects to furnish such information or make such return or statement or perform such act or duty, shall be liable on summary conviction to a penalty not exceeding fifty dollars."

However, the Board is endeavoring to avoid any arbitrary action in this matter and earnestly requests your co-operation. We feel sure that the delay in forwarding these forms must be due to a slip somewhere—possibly it has escaped your memory. Please do it now!

Yours truly,

Board of Administrators,  
John W. Barnett,  
Secretary-Treasurer.

P.S.: We forward herewith for your immediate use duplicate copies of forms RF.1 and RF.2.

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## Obituary

MISS S. JEAN WALKER

**A**FTER many years of faithful service in the teaching profession Miss S. Jean Walker died on Tuesday, May 14th after several weeks illness. Born in Southern Ontario she taught in Thamesville and Sault Ste. Marie, coming to Edmonton in 1912. From her arrival until the time of her retirement in 1934 she was a teacher in the King Edward School.



In all her work she tried to arouse in her pupils a love for learning. Through her keen interest in art her pupils caught a vision of the finer things of life. Nor did she confine her art teaching to her pupils alone. For some time she carried on classes for adults.

In 1919 when the Women Teachers' Club was organized she was chosen as president.

For many years she was associated with the Press Club and Authors' Association. Many of her stories and poems were published in the local papers and in various magazines in Canada and the United States.

As long as her strength permitted she took an active part in church work.

### PRACTICAL SCIENCE

For the past three years the Science High School Students in the Turner Valley School District have taken a field survey during the summer holidays. One was taken through the Kicking Horse Pass and one west from Turner Valley by pack horse through to the Selkirks. This year arrangements have been made for the students to take a journey to the Arctic by way of the MacKenzie River and then to the Yukon by plane. The first and second trips were under the direction of Mr. R. W. Gould who is Principal of the Turner Valley South High School. This time the girls will stay at one of the Missions for two weeks while they are carrying on research. The boys are doing their scientific investigation during the loading and unloading of cargo at the different points of call of the boat upon which they will work. These students will, upon their return, bring back a report, and also are expected, as has been the case in other years, to bring back a number of specimens for the Scientific Museum of the Turner Valley High School.

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# EDUCATION

Reprinted from the Report of the Royal Commission  
on Dominion-Provincial Relations

EDUCATION calls for separate treatment from other social services both because of the nature of the subject and because it was expressly assigned (subject to certain controls in section 93 of the *British North America Act*) exclusively to provincial jurisdiction in 1867. But the expansion in the concept of education since 1867 has been as unexpected as the expansion in social services generally. In effect education is no longer thought of as concerned entirely with the instruction of the young during the highly formative period of life—instruction which is of decisive importance as regards religious training and the preservation of language and culture. Training for adolescents and adults is given today on a scale hardly anticipated in 1867, and the development of the radio and of organized research has brought new techniques into educational activities. Thus education, like the social services, has developed aspects which have led to action by the Dominion and which have been the grounds for many representations to this Commission by organizations in addition to the representations of provincial governments.

There are some Dominion functions such as military training, agricultural training, and radio programs which indirectly invite excursions into the educational field. At the same time, financial considerations have led the provinces to welcome help from the Dominion in matters such as technical education and youth training. In other directions cultural activities of the Dominion (art collections, museums, libraries) have an educational aspect.

The recommendation which we have made elsewhere that the Parliament of Canada should have full power to provide unemployment aid for those recognized as employable by an employment service under Dominion control, would, if it were acted on and if the Parliament of Canada proceeded to deal with unemployment aid, make the training of unemployed youth a matter of even greater federal concern than at present. While the Dominion has a particular interest in technical education and in youth training, it is the function of the provinces to help in forestalling unemployment by providing an ordinary education of such a character as to turn out young men and women likely to secure employment.

Since the Dominion would delimit from time to time the extent of the liability which it was prepared to assume in granting unemployment aid (e.g. the age at which it would accept youths as "employable") it might make its help contingent on reasonable co-operation by the provinces. It is safe to assume that the provinces will be willing and ready to offer their full co-operation both in providing a suitable education for all and in contributing to the training of those who, at the age of recognition as employable, may be found to stand in need of further training. The needs of the provinces for vocational and technical training are, of course, part of their general fiscal need.

We have already said that the instruction of the young during their formative years is a matter which the provinces must continue to control (subject, of course, to the safeguard for religious minorities provided in the *British North America Act* and amendments). A free hand in something so important to the social and cultural life of the people seems to us to be vital to any provincial autonomy worthy of the name, and it is obvious that any attempt to alter the existing arrangements would meet with powerful opposition and would provoke profound resentment. But it has been suggested to us that in upholding the freedom of choice of a terri-

torial unit, viz., the province, we may be disregarding the freedom of choice of individuals, viz., the parents. It has been urged upon us that the existing safeguards for religious minorities should be extended so that Roman Catholic minorities in every province may be free to insist that their taxes for education be used for the upkeep of separate schools. It was further urged that adequate time should be provided in the school curriculum for religious instruction during school hours. These representations indicate the existence in several provinces of a sense of grievance which may well contribute to national disunity as well as to lack of harmony within the province concerned. But we are compelled to say that it does not fall within our terms of reference to advise the provinces as to what course they should pursue. Representations by persons and organizations interested should be made to the individual province concerned, which alone, except as provided by section 93 of the *British North America Act*, has jurisdiction over matters of education.

Many representations have been made to us that financial help should be extended by the Dominion to the provinces for various purposes, such as scholarships, technical training, grants to be used for general educational purposes provided that the provinces did not reduce their own expenditure on education. These representations appear to have been inspired largely by consternation at the reductions in educational expenditure which certain provinces, under the stress of the depression, have felt compelled to make. It has even been contended that the Dominion is bound to see that there is equal educational opportunity (as far as is practicable) for every Canadian child. We have the deepest sympathy for these views which have been advanced by many of the organizations most closely associated with education in Canada, and we share to the full the regret that, especially in recent years, education has been terribly neglected in many of the poorer parts of the country and that wholly disproportionate sacrifices have been imposed on those who have devoted their lives to this important public service. But the representations appear to us to go too far in denying the right of each province to decide the relative importance of expenditure on education and expenditure on other competing services. It is our hope that provision can be made for the fiscal needs of all provinces, including within those needs provision for the education of the young. Our financial proposals aim at placing every province in a position to discharge its responsibilities for education (on a scale that is within the means of the people of Canada) if it chooses to do so. Once this position is established it seems to us best that education, like every other form of welfare service in a democratic community, should have to fight for its life, and that a generous provision for the education of the children of the nation should depend, not on any arbitrary constitutional provision, but on the persistent conviction of the mass of the people that they must be ready to deny themselves some of the good things of life in order to deal fairly by their children. Hence we do not think that it would be wise or appropriate for the Dominion to make grants to the provinces ear-marked for the support of general education.

A second type of representation has been concerned with the use of relatively small grants from the Dominion to safeguard and stabilize certain phases of education which are believed to be of peculiar national importance. We have expressed our objection to grants for elementary and secondary education where any suspicion of Dominion interference would seem to us dangerous; but it may be of use to outline the sort of thing which might be accomplished by

such methods in other directions where the same objection does not apply. The best illustration seems to us to be found in the field of university education, with which we are all personally familiar. But, precisely because of our own close connections with Canadian Universities, we are refraining from making a recommendation on this subject.

Successful university administration requires some assurance of a moderately stable budget over a reasonable period of time. One reason is that important contractual commitments have to be made for a fairly long period in advance, and that reasonable security of tenure is as necessary for good university instructors as it is for good civil servants. Academic freedom itself, which is an important ingredient in the democratic structure of our country, requires that in institutions supported by the state no appointment should be directly or indirectly at the mercy of political pressure. The efficient functioning of universities in all regions of Canada (and, therefore, in all provinces of Canada) is essential if some equality of influence in the national life is to be maintained as between these regions. The extinction of a provincial university would strike a heavy blow at the importance of that province in the next generation of Canadian history.

It is this last consideration which explains why the Western Provinces have undertaken to maintain universities at a time when their own revenues were far from assured, and when it was barely practicable to endow such an institution with the assured income necessary for its efficient functioning. It explains why, all things considered, almost astonishing efforts have been made to preserve these institutions during the depression even when masses of people were at the verge of destitution.

It is worth remembering that it was to the thoughtful generosity of foreign endowments that the four universities of Western Canada were indebted for help during three critical years which enabled them to survive this period without complete loss of initiative.

In these circumstances it is conceivable that even the provinces might welcome a small Dominion grant to their universities made contingent on the maintenance over a period of some years of the provincial grants to the same institution and on the preservation of high academic standards. If this is the case, a relatively small Dominion annual grant divided among the provinces in rough proportion to their population for the benefit of institutions which receive help from the state might play a peculiarly useful part in our national life. The additional funds, while preferably to be spent at the discretion of the university, would make it possible (wherever this appeared to academic authorities the most useful course) to provide scholarships and bursaries which would bring its opportunities within the reach of poor but able students.

The next point which we have to make is illustrative of the importance of universities in the national life of Canada. Among the activities of the Dominion government which possess an educational character is the organization of scientific research in the physical sciences under the National Research Council. It is unnecessary to expatiate on the excellent work which the Council has been doing in close co-operation with Canadian universities upon whom it is largely dependent for its personnel. It has been represented to us that analogous research work in the social sciences might be organized, and that, in addition to the Dominion Bureau of Statistics, we might have a Social Science Research Council which would co-ordinate and in some degree direct the research work in these sciences which is being done in Canadian universities and elsewhere. There is real need for some such institution in Canada and it could serve a most useful

purpose in analyzing the social problems with which current legislation is designed to deal.

Attention has also been called to the great need for a national library in Canada. While we are in sympathy with such a project we feel that it is a matter of policy on which it would not be appropriate for us to make a positive recommendation. But we wish to point out that this is another example of an educational or cultural activity which, if judged expedient, could be appropriately undertaken by the Dominion government.

## BOOK REVIEW

### A PRACTICAL GENERAL SHOP MANUAL

Reviewed by DR. JOHN LIEBE

THE A.T.A. Library has a very practical reference work on General Shop, compiled by two members of the staff of the Ontario Training College for Technical Teachers in Hamilton, authorized by the Minister of Education for Ontario.

"General Shop Work, a manual for pupils engaged in shop work in Grades IX and X", by C. C. Ashcroft and J. A. G. Easton. The Macmillan Co., Toronto, 1940. Price \$1.25.

Like its American models the book is based mainly on well-known trade literature, contains numerous useful and clear pictures and sketches, and includes the following fields: drafting, woodwork, sheet metal work, art metal work, metal work on bench and machine, forge work, pipe fitting, concrete work, leather work, rope work, motor mechanics, automotive electricity, applied electricity. The text confines itself strictly to operations, processes, tools and materials. It does not deal with projects. Though the volume is meant for students, instructors may use it profitably to read themselves into a new sideline they may want to add to their shop activities. There are good, detailed illustrations of saw-filing (p. 20), sharpening a plane (p. 25), sharpening twist drills (p. 117), tinning a soldering iron (p. 77), that are sometimes urgently needed in a new shop. The simple introductory illustrations on work drawings on page one are just what the Grade VII teacher needs. You will be surprised how many operations a drill press can perform (pp. 44-51). If you regret that a course in sheet metal work is not yet offered to shop instructors in our province, read the section on sheet metal work in the meantime (pp. 71-92). If you cannot get machines, you may start out with stakes and shears.

The manual affords the reader glances into the methods that are used in various trades. But how to simplify these methods and combine what is suitable within the limited space of a local General Shop, that is a task which is left to the creative abilities of the shop instructor.

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# A NEW GEOMETRY I. ? Stanley Clarke, M.A. Two Hills, Alberta

(Since the new text for Geometry 1 will be ready for use this term, this article is presented in the hope that it may offer an interpretation of the spirit of some of the new material there presented)

THIS summer I had the privilege of glancing over the answers to this question given by some 70 or 80 teachers attending Summer School:

1. "Only those studies and those experiences which contribute to the strengthening and widening of life are worthwhile.

Mention two school subjects which have not had such an effect on you——, briefly explaining your reasons for so believing."

In the answers, Mathematics received a bad mauling, and in this order—Geometry, Trigonometry, then Algebra. Although I used no statistics, I am sure that Geometry was the subject mentioned most frequently as a horrid offender. The general reasons given were: (1) Proofs of propositions and theorems were drilled in, to be promptly forgotten after taking the course because (2) the material of Geometry has no application in life. If this is the independent opinion of a sample of our ex-students, the need for a new Geometry 1 is apparent.

Some may go farther and ask "why teach geometry at all?" That is a question whose specific answer I leave to the people who made our curriculum. It is worthwhile to examine a few of the answers usually given.

## AIMS—

1. Useful geometric knowledge is imparted. This may be true for that very small class of students which intends to go to University to become scientists or engineers, for those who intend to become tinsmiths, draftsmen, etc. The Summer School class quoted above, speaks for the rest.

2. Mental discipline, with automatic transfer of the rigid logical method to other subjects. I apologize for introducing this one. I readily admit what you immediately thought—it just doesn't automatically transfer. The Summer School class seems to agree.

3. Cultural value. This is the last hoary stand-by of those who are driven hard to justify the inclusion of any material in a school curriculum. The trouble is, this argument is weak because one can justify the inclusion of almost any material for its "cultural value". Why not, for example, study the development of some branch of military science? Certain branches are at least as old, and perhaps far more important, than geometry. Ex-students don't dwell on the "cultural value" of geometry. It may be possible, of course, that being human, they confuse entertainment and education.

So far we have had a good deal of fun setting up aims and knocking them down like ten pins. Is there an aim which can't be so treated? The Committee on Geometry of the "National Council of Teachers of Mathematics" in the United States thinks so. (If you wish to pay \$1.75 for a reference book for a new geometry 1, write to Bureau of Publications, Teachers College, Columbia University, 525 West 120th St., New York City, enclose that amount, and ask for the 13th Yearbook of the N.C.T.M. called "The Nature of Proof". The book contains 144 pages describing a method actually used to teach geometry, which is intended to produce the aim about to be discussed.) I will quote from the 13th yearbook, this aim:

4. "Geometry achieves its highest possibilities if, in addition to its direct and practical usefulness, it can establish a pattern of reasoning; if it can develop the power to think

clearly in non-geometric situations; if it can develop the power to generalize with caution from specific cases, and to realize the force and all-inclusiveness of deductive statements; if it can develop an appreciation of the place and function of definitions and postulates in the proof of any conclusion, geometric or non-geometric; if it can develop an attitude of mind which tends always to analyze situations, to understand their inter-relationships, to question hasty conclusions, to express clearly, precisely, and accurately non-geometric as well as geometric ideas." To boil all this down into a phrase, however inaccurate, we may say this aim is to give pupils certain ideas about the nature of proof; or to teach them how to reason.

Now the traditional method of teaching Geometry: "Here is a theorem, watch me demonstrate it; study the demonstration given in the text; close your text; you demonstrate it; here is deduction number one; watch me demonstrate it; do deduction numbers 2, 3 and 4 for next day" just doesn't teach students how to reason, or the nature of proof. It must be abandoned, if for no other reason than that the new text only "demonstrates" about two theorems, and those only as samples. (This is the first "interpretation of the spirit of the new text" offered—watch for others). Possibly the aim of the author of the new text was to write it so that teachers could train students how to reason? If so, we must all get away from that method illustrated above. The attitude I recommend was aptly expressed by Mr. Shortliffe, that well-known and highly respected mathematics expert of Victoria High School. When asked whether he taught Algebra 2 he replied, "No. I teach English and bootleg a little Algebra on the side." Yet his students know their Algebra! Arguing by analogy, I suggest that our attitude should be, "I teach reasoning and bootleg a little Geometry on the side." And our students too must know their Geometry! The careful reader will realize that there is more in what Mr. Shortliffe said than appears on the surface.

To prevent a misconception I would like to deal with a criticism of such a program beforehand. Many people admit and recognize the importance of training students how to reason, but deny that Geometry 1 is the place to do it. They want a separate course in reasoning—e.g. "Logical Thinking 1 A". This is a commendable idea in some respects, for I found last year that some important aspects of reasoning cannot satisfactorily be dealt with in Geometry 1. However, many can. The assumption that one cannot teach students the nature of proof and geometric content at the same time, is wrong. The 13th yearbook illustrates that; in a modest way I illustrated it in a geometry class last year. Another potent argument against "Logical Thinking 1 A" is that one cannot reason *in vacuo*. Some material must be present to reason with, and it is psychologically sound to move from the simple to the complex. The reasoning found in Geometry 1 is relatively simple compared with reasoning in, say, Social Studies of the same level. If a teacher really makes an effort to follow the procedures suggested at the beginning of the Social Studies 1 outline, then I am sure that the problems of reasoning he and the class will face will be much more difficult, much harder to handle, than any found in Geometry 1. In Social Studies a statement is made: is it an assumption, a definition, a principle (what is that?), a fact (and again, what is that?), a bit of evidence (and if so, is it relevant?), a prejudice . . . what is it? In an attempt to evaluate such a statement, all the psychological mechanisms which prevent our "pet", "soul-felt" theories from being attacked, rise up and make difficult any attempt at sound reasoning. The emo-

tions enter the picture—people “get mad”, sulk, become “strong, silent he-men” etc. In contrast with this, in the material of geometry there is little need for emotion to complicate the reasoning. It is true that a baffled child may “get mad” when he can’t solve the problem. But in general, contrast a reasoning problem in geometric material with “Logical Thinking 1 A”, a reasoning exercise based on, say, the merits of the achievements and platform of the present government! You see, we are proceeding from the simple to the complex in starting to learn the form of reasoning in geometric material. May I raise one last objection—one which I have already been confronted with—viz—“but if you aim to train reasoning you won’t have any time to develop the other values of geometry”. The reply is easy: what other values?

The aim, then, is to teach reasoning in both geometric and non-geometric material, but starting with the geometric: What is reasoning in this sense? Now I admit that the whole field of reasoning cannot be covered by studying geometry, or by teaching it with the conscious aim to make the reasoning done on geometric material transfer to non-geometric material. The aspects of reasoning the author of the 13th yearbook thinks can, and should be so developed are, in general (I made slight revisions):

1. The place and significance of undefined terms in definitions.
2. The necessity for clearly defined terms and their effect on the conclusion.
3. The necessity for assumptions or unproved propositions.
4. The understanding that the “truth” or “usability” of the “proved” propositions or theorems depends on the assumptions, hence the “usability” of the theorems can be used to evaluate the assumptions.

To these I would like to add:

1. A certain form of reasoning, a method of attack that can be used on most problems.
2. That certain fallacies (defects), commonly invalidate this form.

If one can teach geometry so that these aspects of reasoning (valid thinking) are developed, we could expect these outcomes in pupil behavior:

1. He (the pupil) will require careful definition of significant words and phrases but will recognize that there is no need to define terms when the persons engaged in the reasoning already have a common meaning for them.
2. He will require evidence for all important conclusions he is asked to accept.
3. He will be able to analyze evidence and distinguish established propositions from assumptions.
4. He will know that stated and unstated assumptions are essential to a conclusion, hence assumptions must be evaluated in the light of the results of the conclusion.
5. He will realize that a certain form of reasoning is likely to lead to valid conclusions (if the assumptions are sound) and will be able to guard against the common fallacies in reasoning.

Here then, are our aims—specifically, this much of the “ability to reason” this much knowledge of the “nature of proof” we want to impart, for reasoning in geometrical and non-geometrical material. How can a teacher do it?

#### METHOD—

The 13th yearbook has much to say about this—actually, it is devoted to just this problem. Thus it states “The assumption which mathematics teachers are making that since demonstrative geometry offers possibilities for the development of critical thinking, this sort of thinking is



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necessarily achieved through a study of the subject. . . . To theorize concerning values which are believed to be the unique contribution of demonstrative geometry to the general education of young people is not a difficult matter, but to plan and carry out this program in such a way that these desired outcomes are actually realized, is a problem which has not been squarely faced by teachers of mathematics". Let us face it squarely now.

I tried to follow the program outlined above last year, and develop the aims outlined. I discovered my first weakness was that I didn't know enough about reasoning to begin with. I had heard about syllogisms in the Logic part of Philosophy 2 at University—but that wasn't what I wanted. How can one teach reasoning in geometric material so that it will transfer to non-geometric material if he knows little about sound reasoning in non-geometric material? So I read books—*Logic, Art of Thinking, Logic and the Scientific Attitude*—quite a number of them. I finally came down to a small, thin volume, priceless for my needs: *Logic in Practice* by L. Susan Stebbins. Published in 1934 by Methuen, 36 Essex Street, Strand, London. The University library has it. Another book by the same author *Thinking to Some Purpose* is published in the Pelican series, but it is not quite so good. The first point in method is, then—know your stuff yourself, i.e. your geometry and your logic.

Now to plunge right in on form. I used this form in attacking all problems in reasoning, geometric or non-geometric. It works for both and thus aids transfer.

1. Problem.
2. Definitions and undefined terms.
3. Assumptions.
4. Data (and in geometry, constructions)
5. Arguments or discussion.
6. Conclusion or findings.

I propose to go over this form point by point, showing how it applies to two propositions, one from geometry, the other from non-geometric material. "Proposition" is here used in its strict sense—as Aristotle puts it "a statement which asserts or denies something about something else" or a statement which has the property that it is either true or false. The propositions are: I. If a triangle has two sides equal then the angles opposite these equal sides are equal. II. If a man and a woman are tall, then their children will be tall.

The first point is already out—all propositions are reworded in the "if—then" form of postulational thinking. Why? Because: A. Of the four possible deductive forms the "if—then" form is by far the most important.

B. The "if—then" form is used throughout geometry and very commonly in everyday reasoning.

C. Each statement at the moment is a hope, not a proved proposition. It is very important to stress this in the geometric material. Students feel the statement "The angles are equal at the base of a triangle whose sides are equal" or any other wording of it which states the proposition as a fact—is already true. Why bother to prove it? The "if—then" statement shows clearly it is a hope until you prove it true. A smattering of propositions which are false, and which could be proven false, would be a salutary remedy. I wish we had a few such—perhaps you could devise several and insert them, if the new text hasn't any.

D. The "if—then" form shows clearly the necessity, the compulsion, the "it has to follow" idea. If you draw a triangle with two sides equal, you have control over one set of relationships. You made it like that. The other relationship, which is the result, comes afterwards. Geometry can prove that it must. In this connection, an interesting exercise is given in a two-part article which appeared in March and April issues of *The Mathematics Teacher*:

"Test 14a. What is the difference in meaning, if any, between the first two statements below?

1. If two sides of a triangle are equal, the angles opposite those sides are equal.
2. If two angles of a triangle are equal, the sides opposite these angles are equal.

Does either one of the statements above mean the same thing as the statement below? If so, which one?

3. In an isosceles triangle, two sides and two angles are equal".

I confess that I learned something about the "if—then" relationship by reading the article quoted and studying this particular example. The time element, so important in understanding the true meaning of the "if—then" relationship, is much clearer in my second proposition, II. "If a man and—" By the way, here is non-geometric material definitely aiding the reasoning in geometric material!

The next point is **definitions and undefined terms**. They go hand in hand, since you can't have a definition without undefined terms. I had my class **discover** this. I asked them to define a straight line. It took a month to do it (about 12 class periods). You may feel that was a shocking waste of time, but the first two aims and the first desired behavior outcome were realized. We stowed the text away and for a month the class enjoyed geometry. I recorded the worthwhile suggestions on the blackboard. These were copied by the students and constituted their notes. It is a fascinating book on growth of thinking. Here are samples:

1st lesson: Mary said—a straight line is not crooked.

Someone asked—How would you define crooked?

Mary—I would define crooked as being not straight.

2nd lesson—The students decided to define "line" first.

Nick—A line is a mark having length but no breadth or thickness.

Zinnia—Then it isn't anything if it has no breadth.

Harry—same as Nick's but adds "but still exists".

At this point I drew a line about 1 inch wide and several feet long, on the blackboard. They all agreed that was a line. I wrote (a) opposite it. Next I drew one half an inch wide (b), an ordinary chalk line (c), and pretended I passed the chalk along the blackboard (d). This is what was said about (d).

Mary—It exists but we don't see it.

Zinnia—It doesn't exist but we imagine it does.

Dave—It is not visible but we know it exists.

(When asked how we know it exists he was stumped).

3rd lesson. Helen: We can't define a straight line because we can't get simple words that everybody will understand.

Harry—We'll just have to accept some of the words that were questioned before.

And so on it goes. I steered all this—the next problem was **what words to accept**.

5th lesson. Harry—When the class is not sure of a certain word each person should write several sentences using it, on a slip of paper. We can then compare the general impression that each has.

Bill—If each student has a different impression of the word how can we know what impression to take?

An argument arose which I settled by an experiment—half the class went to the blackboard and when asked to draw a line, did so. The other half similarly drew a point.

Bill—By action, demonstration or example we should be able to get the common meaning of the word.

At this point a good deal of very useful co-operative practise was given. The students could define almost anything by using undefined terms. Some student would object to some term and want it defined. Fundamental lessons can be driven home at this point: (1) A definition is really an agreement on meaning among a certain group of people. (2) Stan-

dard dictionaries have their place. (3) One dissenting member in the group holds the rest back, and may ruin achievement.

I think I have illustrated the point about definitions and undefined terms. In geometry students have not been taught to be "definition sensitive". (After the month we had on it mine were. I had to do a lot of defining after that). If they are not sensitive to definitions in geometry, where someone else has carefully defined important terms, how can they be expected to demand careful definition in non-geometric material, where it is often the very essence of reasoning? Exercises can and should be given to show how a changed definition leads to a changed conclusion.

To return to our illustrative propositions. Perhaps nobody would want any terms defined in the first proposition—then all the terms would be undefined. In proposition II, I think "tall" would require definition. Very well, if you agree on "over six feet", we will proceed, leaving the other terms undefined. (By the way, here is an excellent illustration of two things: (1) how a changed definition produces a changed conclusion, (2) how a proposition may be false and be proved false. Define tall as "exactly 6 feet two inches". The rest now follows.)

The third point is **assumptions**. I led my class to this in geometry by asking them to define parallel. Implied in the definition, someone quickly made the famous assumption about space which Einstein denies "A straight line can be extended indefinitely in either direction"—the rest was easy. In using the form I advocate, a few points about assumptions are worth noting:

A. They are placed here and not with the arguments since the form can be used best this way in non-geometric material.

B. Any proposition not proved in this particular argument may be called an assumption, or

C. Propositions already proved can be regarded as "proved propositions". I don't know what the text does about 2 and 3, but it would be advisable to follow the method used there.

D. Assumptions are at least as important in geometric reasoning as they are in non-geometric. Euclid's postulates are assumptions about space. He also made certain other tacit assumptions. If some of these assumptions are found to produce untenable conclusions, then Euclid's geometry, however logical it may be in the sense that the conclusions follow logically from the assumptions, does not explain the world around us. The same thing is true in non-geometric situations.

E. Assumptions are often unstated (i.e. tacit) in both geometric and non-geometric reasoning. Since the conclusion depends on these assumptions, they should be searched for and stated. Exercises on this aspect of the form of reasoning will be given later in this article. Students should realize that the more assumptions involved in a given proof, the less likelihood that it will produce a usable conclusion. This is a debatable point which I would like to discuss, but I dare not add to an already overlong article.

What assumptions shall we make for the illustrative form? For the reasoning to prove proposition 1, we will include either or both of: (1) assumptions about space underlying all Euclidian geometry or (2) theorems previously proved (or theorems not yet proved).

For proposition II let us assume that the finding of Galton—"Law of Filial Regression" is true.

The next point, **data**, can be quickly disposed of. For proposition I we would say "Given any triangle ABC with AB equal to AC." We would add any construction needed to carry on with the reasoning. For proposition II we might say "Given any tall man and woman A and B, and their

children C, D, E, and F, required to prove that C, D, E and F are tall". A puzzling point, which I leave with you, arises here. Why is the result in one case certain and invariable, and in the other not? I would rather use as data a specific statement that man and woman A and B fit into (are a specific case of) Galton's law.

The next point, **arguments** (discussion) is straightforward. It constitutes what is usually called "proof" in text books. For proposition II the argument might run as follows:

1. Galton's law states that if parents are tall, their children will be taller than the average of the population but not so tall as their parents. (We have assumed this is true.)
2. Parents A and B are tall.
3. Therefore the children of A and B will be taller than the average of the population but not so tall as their parents.

Hence C, D, E and F will be tall (depending on the definition).

The last point is now merely a general statement of the specific conclusion (finding) reached as a result of the argument. Thus the conclusions (findings) are:

1. If a triangle has two sides equal, then the angles opposite these equal sides are equal.
2. If a man and a woman are tall, then their children will be tall. But, you say, this is the point from which we started! No. We started with a hope and have ended with a proven proposition.

So much for the all-important **form** of reasoning. I may add that this "full dress" form need not be used on all problems—often in geometric material it will save time to use only a skeleton. But students should be familiar with the complete form, since its application is extensive.

Fallacies will crop up in both geometric and non-geometric material. Reasons given in support of a certain conclusion may suffer from any one of these defects:

1. Personal attack (abuse, ridicule, attack on motives).
2. Assuming the conclusion.
3. False authority.
4. Irrelevant statement.
5. Ambiguous statement.
6. Technically false statement.
7. False analogy.

Two other fallacies which are common, serious, but seldom encountered in geometric material are (1) Error in sampling; (2) Making a dichotomous (either—or) division when in nature no such division exists. (Examples: I saw one village in Russia and observed x, y and z—all Russia is x, y and z, and "all people are either stupid or intelligent"). What are acceptable reasons? Students must learn in the first place, that merely stating a supposed fact as a reason for part of a conclusion is no reason at all. Thus the student might be pressed why he accepts such and such a statement as a reason, and a whole crop of fallacies follow:

1. Any fool can see that is right (Personal attack).
2. The reason given may be a different wording of the desired conclusion (assuming the conclusion).
3. He may state "I know it is true" or "You said it is true" (false authority).
4. The reason given may be a true statement but wholly inapplicable (irrelevant).
5. The reason given may be really ambiguous. e.g. The student may talk about the angle B.
6. The reason given may be a statement which is just plain wrong. (Technically false).



7. The reason given may be a statement true in another context but not applicable to this (false analogy).

The only way to train students to be sensitive about fallacies is to stop as soon as one occurs and try to get them to see the defect in reasoning. A few more examples of the same kind of fallacy will drive the point home. Later in this article I will give an exercise on detecting fallacies.

We have seen how reasons can be fallacious. Acceptable reasons should be: (1) definitions, (2) data (hypothesis), (3) unproved propositions (assumed) and (4) propositions proved up to the given point.

You may feel after reading this lengthy section on method that it isn't specific enough. I can only suggest that this is the order: definitions, undefined terms, assumptions, acceptable reasons—when the student has been introduced to these, do your geometry, watch for fallacies and for opportunities to transfer the reasoning to non-geometric material. Any learning done at the opportune moment is worth far more than formal lessons. Know what you want to achieve, watch for opportunities, and go ahead.

#### EVALUATION—

A number of exercises will be presented, designed to determine whether the aims of the course have been realized. Some of the exercises are in geometric material, but most in non-geometric, since this latter is the "new field", and the text has many exercises in geometric material. The 13th yearbook has about 15 questions of the kind given below, and includes a copy of the standardized "Ohio Every Pupil Test" in geometry. The article already quoted from *The Mathematics Teacher* contains numerous test items, one sample of which was given previously in this article. The Progressive Education Association has two tests which evaluate the student's ability to reason: "Applications of Certain Principles of Logical Reasoning"—test

No. 5.11, and "The Nature of Proof"—test No. 5.21. These two tests, with the Interpretation Guides, cost about 35c, and may be obtained by writing to "P.E.A., Evaluation in the Eight Year Study, University of Chicago, Chicago, Illinois". Another work by the same people "Report of the Mathematics Committee of the Summer Workshop", costing \$1.00, has a number of problems which I found equally useful. These, with the problems which follow, should enable a teacher to select evaluation items suited to the treatment he has used.

#### I. On Definitions.

1. (a) All "places which sell cooked food to the public for consumption on the premises" are restaurants according to the tax law of a certain town. Should these be forced to pay a restaurant license? Give a good reason for each decision.

- (1) A drug store which serves ham sandwiches and coffee.
- (2) A confectionery which serves ice cream, soft drinks, cookies and buns with them.
- (3) A lady who has three boarders who eat three meals a day.
- (4) A general store which sells sausages and allows its customers to cook them on the store's stove.
- (5) A hot-dog stand in the open, where people are not allowed in the stand.
- (6) A man who sells popcorn on the street corner.

(b) You agree that the above definition of a restaurant is suitable. In this town all such shops must display a sign "restaurant". You come to a shop from which savory odors are being emitted.

- (1) Can you be certain whether it will display a sign bearing "restaurant"?
- (2) If it does not bear a sign "restaurant" what conclusion can you come to? Give your reasons.

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(c) In the light of the foregoing considerations frame what you consider a suitable definition of a restaurant.

\* \* \* \*

2. (a) Three high schools have a Softball League. One League regulation states that "only bona fide students may play in League games." Should these students be allowed to play? Give good reasons.

1st case This boy hasn't started school yet as he has to help with threshing, but he is going to start for sure by the middle of October.

2nd case This student comes once a week to take Chem. 2 lab. after school. He takes no other courses.

3rd case A student who went to the school last year can't afford to stay in town and is taking 23 credits by correspondence.

4th case The ace softball player of the town who is 22 and "everybody knows he just goes to school and takes Typewriting 1A (3 credits) in order to try to get on the League team".

5th case A student who takes 35 credits but was expelled from the school three days before a game. The School Board hasn't decided what to do about his case yet.

(b) What term (s) in the League ruling require (s) further definition? What term (s) can remain undefined?

(c) Rewrite the ruling so that all the above cases will be taken care of.

## II. On Assumptions.

1. (a) There are 235 students in Hairy Hill school. At a softball game all the girls watching the game had blue eyes. John remarked "All the girls in Hairy Hill school have blue eyes".

(1) If the statement were true what assumption is John making?

(2) What are the dangers of making a statement like John made?

(3) In a few minutes three more Hairy Hill school girls walked up. One had brown eyes. What can you say about John's statement now? If all the three who walked up had had blue eyes, what could you have said then?

\* \* \* \*

2. Here is part of an advertisement: "Right! When you aren't feeling well take Startler's Liver Pills. They do the work of Calomel without the danger of Calomel for they are harmless vegetable pills. They promote the flow of one of our most vital digestive juices. When this juice flows at the rate of two pints a day—then most folks feel like happy days are here again".

In column two place a check mark opposite each assumption which you think is implied in the ad. In column 1 place a plus or minus according to whether you accept or reject it.

Col. 1 Col. 2

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Startler's Liver pills will always help you when you aren't feeling well.</li> <li>2. Pills containing calomel are dangerous.</li> <li>3. Calomel pills always help liver trouble.</li> <li>4. Startler's Liver Pills contain no calomel.</li> <li>5. If you take Startler's Liver Pills a "vital digestive juice" flows at the rate of two pints a day.</li> <li>6. Startler's Liver Pills always make sick people happy.</li> <li>7. Most people who take Startler's Liver Pills feel happier as a result.</li> <li>8. Vegetable pills are more natural and less likely to be harmful than synthetic or manufactured pills.</li> </ol> | <ol style="list-style-type: none"> <li>1. Alpha-Fizzer can be bought at all drug stores.</li> <li>2. Alpha-Fizzer is pleasant to taste.</li> <li>3. Alpha-Fizzer quickly relieves headaches.</li> <li>4. It is admitted that Alpha-Fizzer will not cure anything.</li> <li>5. A great many people use Alpha-Fizzer and "50 million Frenchmen can't be wrong."</li> <li>6. Many good magazines advertise Alpha-Fizzer.</li> <li>7. If one's headache is caused by acid stomach Alpha-Fizzer will help cure it by neutralizing the acid.</li> <li>8. Alpha-Fizzer is useful in sobering up after a binge.</li> <li>9. Some headaches are caused by eyestrain which Alpha-Fizzer can't help.</li> <li>10. Alpha-Fizzer will help cure a cold.</li> <li>11. Very few people have excess acidity.</li> <li>12. Alpha-Fizzer can be used by all members of the family, from the youngest to the oldest.</li> <li>13. Wise people will use Alpha-Fizzer.</li> <li>14. Baking soda will correct acidity far more cheaply than Alpha-Fizzer will.</li> <li>15. The advertisement does not state what ingredients are in Alpha-Fizzer.</li> </ol> |
|--|---|

3. An advertisement for Alpha-Fizzer shows a family group riding in a car. There are young, middle-aged and old people. All are smiling. Here is what they say: Girl—"Forget your winter aches and pains, the world is born anew." Mother—"Forget your headaches and your colds and upset stomachs too." An elderly man—"When heads are sore, from 'nights-before', be 'morning-after wise'." Elderly woman "To make it brief, for quick relief, just Alpha-Fizzerize."

On one side is a picture of Alpha-Fizzer tablets fizzing in a glass of water. In large type "Be Wise—Alpha-Fizzer". Underneath this part, in small type, "An Alpha-Fizzer tablet in a glass of water makes a sparkling, pleasant-tasting solution. Drink it and it gives quick relief from Headaches, Sour Stomach, Distress after meals and other common ailments. It also helps correct the cause of the trouble when associated with an excess acid condition. 30c and 60c packages or by the glass at drug store soda fountains."

Below is written in heavy type "Alpha-Fizzer with Alpha-Fizzer". "At all Druggists".

The above advertisement is to be considered. In column one place a (s) or (c) opposite statements which either support or contradict the argument which is being advanced in the advertisement. In column two mark (i) or (s) those statements which are implied (i.e. the advertiser wants you to believe that without actually stating it) or stated in the advertisement. Leave a blank in both columns if the statement requires that.

Col. 1 Col. 2

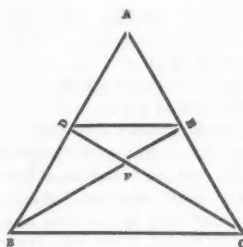


\* \* \*

## III. General (i.e. contain several elements).

1. (a) "Only what is implied by the data may be assumed concerning a figure". For this figure answer each problem as a separate problem, i.e. only the data given in each problem applies to figure for that problem. The propositions I-IV stated below are assumed to hold true for each problem. Further, statement (1) in each problem is assumed to be true. Now write opposite (2) your conclusion drawn from the given data and propositions. If no conclusion can be drawn write "no conclusion". Do not use any data or propositions not given in this question.

I. If three angles of one triangle are respectively equal to three angles of another triangle, then the triangles are similar.



II. If a line is drawn parallel to one side of a triangle then it cuts the other two sides proportionately.

III. If an angle of one triangle is equal to an angle of another triangle and the sides about these angles are proportional then the triangles are similar.

IV. If triangles have equal altitudes then their areas are to one another as their bases.

#### PROBLEMS:

- a (1) In the triangle ABC, DE is parallel to BC  
(2) Therefore \_\_\_\_\_
- b (1) In triangles DBF and ADE,  $DF:BF :: AE:DE$   
(2) Therefore \_\_\_\_\_
- c (1) In triangles DBE and DCE, Angle  $DEB = \text{Angle } CDE$  and  $DE:BE :: ED:DC$   
(2) Therefore \_\_\_\_\_
- d (1) In Triangle ABC,  $AD:DB :: AE:EC$   
(2) Therefore \_\_\_\_\_
- e (1) In triangles DFE and BFC, Angle  $DFE = \text{Angle } BFC$ , Ang.  $FBC = \text{Angle } DEF$  and Ang.  $FDE = \text{Angle } FCB$   
(2) Therefore \_\_\_\_\_
- f (1) In triangles DBE and DCE,  $BE = CD$ , angle  $CDE = \text{angle } BED$   
(2) Therefore \_\_\_\_\_
- g (1) In triangles ADE and DBE, area of triangle ADE : area of triangle DBE :: 5:2  
(2) Therefore \_\_\_\_\_
- h (1) In triangles DFB and FCE the perpendicular from F to AB equals the perpendicular from F to AC  
(2) Therefore \_\_\_\_\_
- i (1) In triangle BCF, angle  $FBC = \text{angle } FCB$   
(2) Therefore \_\_\_\_\_

(b) Assumptions are used in all reasoning. If the statements of fact marked (1) are true and the conclusion marked (3) is to be accepted, opposite (2) write in the necessary assumptions. (Same figure as in question 1 and the same propositions are to be taken as true).

- A. (1) In triangles DFE, BCF, angle  $FDE$  equals angle  $FCB$  and angle  $CBF$  is equal to angle  $FED$   
(2) Assume—  
(3) Therefore the triangle DFE is similar to triangle BCF

- B. (1) In triangles DFE and BCF  
(2) Assume—  
(3) Therefore area of triangle DFE:area of triangle BCF ::  $FE:FC$
- C. (1) In triangles DBE, DCE  
(2) Assume—  
(3) Therefore the area of triangle DBE equals the area of triangle DCE
- D. (1) In triangles DBF, FCE,  $BD:DF :: FE:EC$   
(2) Assume—  
(3) Therefore the triangle DBF is similar to the triangle FCE

\* \* \*

2. Consider these statements:

1. All players in the X softball team can throw well.
2. Mary is a player in the X softball team.
3. Therefore Mary can throw well.
- (a) If statements 1 and 2 are known to be true, what can you say about statement 3?
- (b) If statements 1 and 2 are assumed true, what can you say about statement 3?
- (c) If statement 3 is known to be false, discuss the possibilities about the truth or falsity of statements 1 and 2, taken singly and together.

\* \* \*

3. What evidence is relevant i.e. applies to a question? "There are at least two persons in the city of New York with the same number of hairs on their head." You wish to obtain evidence about the truth or falsity of this proposition. Select the relevant facts (mark R) and irrelevant (mark I.)

1. There are 5,000 barber shops in New York.
2. Some people are completely bald.
3. Women's hair grows longer than men's.
4. Some people's hair grows faster than others.
5. The average area of the human head which grows hair is 800 sq. cm. and the maximum area is 1,000 sq. cm.
6. Barbers say that if hair grows too thickly it falls out.
7. By actual count there are never more than 5,000 hairs per sq. cm. on the human head.
8. The population of New York city is around 8 million.

From the given facts show two ways of proving the proposition true.

#### IV. Fallacies.

1. Should U.S.A. take part in World War II?

Mr. Black believes that the U.S.A. will enter World War II on the side of the Allies. Mr. Peddle is an isolationist. He sees no reason for U.S. intervention in this war and expects it to remain neutral to the end. The following statements are arguments advanced by each in support of his belief. Some are defective arguments. Select these and mark in column

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1 the letter of the defect involved in the statement. If the argument is not defective mark N. Defects: (a) False analogy (b) Assuming the conclusion (c) False authority (d) Error in sampling (e) Abuse (personal attack) or Ridicule (Personal attack) (f) Attack on motives (Personal attack) (g) Irrelevant (h) False converse (i) Technically false (j) Dichotomous division.

Col. 1

1. The trouble with you Black is that you are hoping to get more dividends on your Du Pont stock.
2. Just as the U.S. was finally forced by events to enter World War 1 so she'll have to get in on this one.
3. The Neutrality Act will prevent many possible causes of U.S. involvement in World War II.
4. Wait and see. The U.S. will soon be fighting with the Allies.
5. You are a fool Peddle to think we can stay out of this scrap.
6. All wars are either to preserve freedom or for Imperialist expansion. Obviously Britain and France don't desire expansion so it must be a fight to preserve freedom—and that means for us too.
7. But Peddle, you ought to know that Hitler could bomb the U.S. from Germany with thousands of bombers.
8. In New York on February 21 Lindbergh was quoted as saying "This war is just a struggle for material gain". Why should we shed our blood for such a cause?
9. If Germany and Russia beat the Allies they would probably soon turn on U.S.A., hence it is in our own interests to see that this doesn't happen by supporting the Allies.
10. Since the War started the U.S. has greatly increased expenditures on armaments.
11. The Gallup poll of public opinion indicates that 57 per cent of Americans favor complete neutrality.
12. That may be so. But yesterday I met five friends of mine—a banker, business man, a broker, a manufacturer and a foreman. Each thought America should help the Allies. Public opinion favors that course.

\* \* \*

2. How good are these arguments? Some are correct (mark T), others defective. Mark the defects according to this classification (a) ambiguous (b) false analogy (c) assuming the conclusion (d) false authority (e) error in sampling (f) abuse (Personal attack) or ridicule (Personal attack) (g) attack on motives (Personal attack) (h) irrelevant (i) false converse (j) technically false (k) dichotomous division.

A temperance worker (Temp.) is arguing with a person who advocates restricted sales of liquor (Beer). A move is on foot to close the local beer parlor. This can be done if a "local option" vote favors closing it.

Col. 1

- Beer (1) A study by the University of Toronto Social Sciences section shows that "closed beer parlors" does not reduce the amount of drunkenness.
- Temp (2) My friend Mrs. White in Hugo, where they closed the beer parlor, says there is less drunkenness, so that's that.
- Beer (3) You just want to close the beer parlor to keep your husband out of it.
- Temp (4) You nasty man, saying things like that!
- Temp (5) If you were at sea in a ship, you would be anxious to stop the flow of water at a leak. The ship of state must not be sunk by drunkenness. We must stop up the beer taps!
- Beer (6) If the beer parlor is closed, those who really want to drink will ship it in or go elsewhere.
- Temp (7) Anyone who drinks beer is a low, depraved creature.
- Beer (8) The beer parlor closes at 10 p.m. now.
- Temp (9) After the vote next week it will stay closed forever and a good thing that will be!

\* \* \*

3. Some fallacies. Point out in each case what is wrong with the statement:

Col. 1

- (a) Pyrrhus the Romans shall, I say, subdue.
- (b) A spoonful of this medicine cured a light cold I had last month. Half a cupful, therefore, ought to rid me of this severe cold.
- (c) The use of whisky does people much harm. It is therefore a mistake to use it to revive a man who has just escaped drowning.
- (d) Evidence was produced that a certain statesman, although he denied that he had done so, had read a certain secret treaty. This evidence was met with the rebuttal "How could a man of his character have told an untruth?"

\* \* \*

#### RECAPITULATION—

This is a long article, and much material has intervened between its conclusion and our statement of aims. The variety and abundance of the evaluation items in non-geometric material may leave the unfortunate impression that I suggest that the course in Geometry I become a symposium of all the useful thinking techniques; to be "dragged in by the ears" and piled hodge-podge into a course which is geometry in name only. To remove the possibility of such an impression I refer you back to the statement of aims, and to the heavily blackfaced sentence just preceding the evaluation items "a teacher (may) select evaluation items suited to the treatment he has used." Finally, I would like to restate in the briefest possible form, what I think can and should be done in Geometry I.

1. The form of reasoning is important in Geometry and should be stressed.

2. Wherever the form of reasoning applied to geometric material is also clearly applicable to non-geometric material, this application should be demonstrated.

The extent of such demonstration is at your discretion, depending on the needs of your class.

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EDMONTON, ALBERTA

# Consumer Education

ARTHUR ALLEN, B.A., Red Deer

IN THE Grade 9 Social Studies course, and to a greater extent in the Economics course for Grade 12, we have references to Consumer Education, and also to Consumer Investigation reports. This work of testing and investigating goods for the benefit of the buying public is growing in importance, and already government departments are taking a hand. There are also several Consumer financed organizations which make tests and issue reports for the use of their members.

Who among us would not like to have the advice of an expert when making an important purchase? How can we decide between the conflicting claims of the manufacturers and retailers of the many articles we purchase each month. The buying public is becoming somewhat suspicious of the extravagant claims of rival manufacturers each of whom claims superiority for his product. I remember reading claims of three manufacturers of refrigerators each of whom gave results proving that his electric refrigerator positively ran with less cost of current than any competing model. How is Mr. or Mrs. Consumer to decide on a machine from these? How are we to know what constitutes a "good buy" in stockings, shoes, suits, canned goods, radios, stoves, electrical apparatus and all the other goods we must purchase from day to day?

The Governments of some countries give the consumer protection in food-stuffs and drugs. Canned goods carry the labels—Fancy, Choice and Standard. But how many purchasers know of this—and how many know that in many cases the cheaper grades may be purchased with no real sacrifice in food value? No Government agency informs us

that a large part of the purchase price goes for package and advertising. A splendid example of the latter was shown in one Consumers Magazine which gave illustrations of two car radios which were identical in every respect but the name-plate. You could take your choice of the highly advertised one at \$44.95, or purchase the other through a mail-order store at \$24.95. To most of us \$20.00 is a high price to pay for a highly advertised name-plate. In another instance, a chemical analysis showed that a highly advertised "expensive" toilet soap selling at \$1.95 a pound by weight contained a substance which irritated some tender skins, and was on the whole unsatisfactory, while another brand of soap selling at 19c a pound was a very satisfactory one. Yet we still hear people quote the slogan, "You get just what you pay for".

At this point I can almost hear some readers objecting—"But what is to prevent these Consumer Magazines from accepting payment for reporting favorably on a product in return for payment?" Well, first of all, these papers are published and supported by consumers, not for the profit of any incorporated shareholders. Many of their reports are based on government tests, and many of them on tests made by doctors or scientists of national or international repute. And, lastly, no manufacturer has yet used reports of magazines of this type to promote the sale of his goods. Perhaps the last proof of integrity is the determined assault made on them by advertising agencies, big magazines, and certain manufacturers who don't get good grades for their products. Consider the following written by an executive of a large manufacturing concern:

"I don't know how many of you are aware of the Consumer Movement, so called. There are 27 publications and organizations, such as Consumers' Research, and Consumers' Union, feeding old John Henry Public a lot of unsubstantiated and unsubstantiable so-called facts. It's grand reading, good fiction, and unfortunately it is growing and undermining our industry. Courses are given in schools and universities along the same line. It's a constant gunfire on our business, and on our jobs. I don't think we can fight it single-handed, but I do think we can do our share."

In closing, a word of warning against the Consumer testing services carried on by large magazines. Some of them have given their "Seal of Approval" to advertising of articles which later have been condemned by the Federal Trade Commission of the United States. Apparently it's pretty hard to refuse approval when it means losing a juicy advertising contract.

(Box 4081, South Edmonton, Alberta)

The French news sheet NOUVELLES DU MONDE which, for the past two years, has been published by Prof. Henri de Savoye of the University of Alberta, is offering this year an important innovation. Each fortnightly issue will include two editions, the "Beginners'" edition and the regular High School edition.

The Beginners' edition will be specially prepared for first year students, either in High School or in Oral French in the Intermediate School. The first issue will be extremely simple, as the only verbal forms used in the text will be those of the present indicative of "Etre". The degree of difficulty will increase from issue to issue, with the successive introduction of "Avoir", Regular Verbs and Irregular Verbs.

If, during the course of the year, teachers find their students ready for the more difficult text, they may change from the Beginners' to the more advanced edition, as the price of both editions is the same.

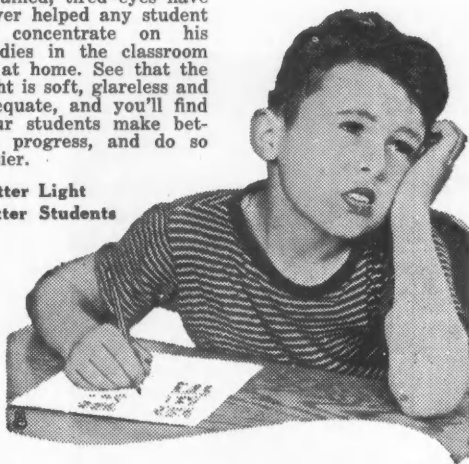
As usual, there will be 16 issues, from October 1st to May 15th. The price also remains the same, 30 cents a subscription.

KINDLY MENTION THE A.T.A. MAGAZINE

## Your Students Need Good Light As Well As Good Teaching

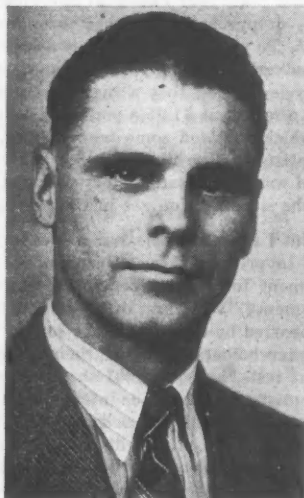
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# NEW SUPERINTENDENTS



**ROBERT E. REES, B.A.**

Mr. Rees, recently appointed to the position of Superintendent of the Edson School Division No. 12, was born in Alberta and received his primary and secondary education in the Alberta Schools. In 1928 he graduated from the Camrose Normal School with honors. Mr. Rees received his B.A. from the University of Alberta, although part of his undergraduate work was taken at Queen's University. At present, Mr. Rees is working towards his B.Educ. degree.

After teaching for two years in ungraded schools, Mr. Rees went to Czar as principal, transferring a year later to Provost where he remained as principal for nine years. In September, 1939 he accepted the principalship of the Ponoka School.

Active in A.T.A. affairs, Mr. Rees has been president of locals and sub-locals on various occasions and chairman of the local salary schedule committee.



**ARTHUR W. REEVES, M.A.**

Mr. Reeves, the new Superintendent of the Pincher Creek School Division No. 29, obtained his public school education in B.C. and N.S. and his high school education in Loughheed and Edmonton. Following this, Mr. Reeves took his normal training at Camrose and taught for some years in Alberta schools.

After being graduated with a B.A. degree from the University of Alberta in 1935 he once more resumed his teaching duties, this time in the Provost High School where he was assistant principal, and later, principal. In 1939 he obtained a Master of Arts degree from the University of Chicago and in the same year was awarded a scholarship by Chicago. Mr. Reeves is a member of Phi Delta Kappa.

Always active in A.T.A. work, Mr. Reeves has served on the executive of both locals and sub-locals.

**J. FRED WATKIN, M.A.**

Mr. Watkin, Superintendent of the Provost Division No. 33 this year, was born in England, but received his elementary and high school education at Olds, Alberta. In 1926 he graduated from the Calgary Normal School and thereafter taught in rural schools in the Olds district for five years.

In 1931 Mr. Watkin entered the University of Alberta and the next year attended the University of Toronto as an exchange student. He received his B.A. from Alberta in 1934, his School of Education Diploma in 1937, and his Master of Arts degree in Education in 1939. At present Mr. Watkin is completing the requirements for the degree of Master of Education.

During intervening years Mr. Watkin served as principal of the Olds Public School for one year and on the staff of the Banff High School until his appointment as principal in 1939.





**EARLE G. McDONALD, B.A.**

The newly appointed Superintendent of the Lac Ste. Anne Division No. 11, Mr. Earle McDonald, was born in Toronto but obtained his public and high school training in Saskatchewan and Alberta. Mr. McDonald taught for three years in Alberta's rural schools and then transferred to Saskatchewan where he served as principal at Ernfold. After one term at the University of Alberta, Mr. McDonald once more resumed his teaching duties, this time at Bon Accord, followed by principalships at Lavoy and Edson. He worked on his University degree extramurally and at Summer School and was granted his B.A. in 1938.

**JOSEPH F. SWAN, B.A.**

Mr. Swan, who has been appointed Superintendent of the Bonnyville School Division No. 46, obtained his elementary and high school education in England. Coming to Alberta in 1919 Mr. Swan spent some time teaching in rural schools on a permit. In 1923, he graduated from the Camrose Normal School and taught for three more years in rural schools during which time he began extra-mural work on an Arts Course at Queen's University. In 1928 he was graduated from Queen's with an Honors degree in Arts.

Following graduation, Mr. Swan taught for one year at Streamstown and one year at Red Deer. During the year at Red Deer, Mr. Swan served on the Provincial Executive as representative for Central Alberta. For the past ten years he has held the principalship at Warner and is now working toward the B.Educ. degree granted by the University of Alberta.

## CURRENT EVENTS

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# Education Week

November 10th to 16th, 1940

To the Provincial Secretaries, Editors of Provincial Magazines, delegates to the 1940 convention, etc.:

Dear Sir or Madam:

Your President, after consultation with all the Provincial Associations throughout Canada, has chosen the following theme and topics for Education Week:

**General Theme**—Education for Defence, Democracy and Peace.

Nov. 10—The Three-fold Partnership—the Home, the Church, the School.

Nov. 11—Inculcating Civic Loyalties.

Nov. 12—Financing Public Education.

Nov. 13—Developing Human Resources (by Vocational Guidance, Training in Initiative and Self-dependence).

Nov. 14—Safeguarding Natural Resources.

Nov. 15—Changing Methods of School Administration.

Nov. 16—Building Economic Security.

You will note that these topics are very similar to the topics for American Education Week which I sent to you in my circular of March 11, 1940.

The Central Office of the Canadian Teachers' Federation will endeavor to send out as much literature as possible to assist the Provincial Associations, but it will be impossible for the Central Office to get sufficient material for everyone, therefore it is hoped that all will immediately organize their own material for distribution in their own Province.

It is hoped to have a Dominion-wide broadcast, as usual, on the evening of Monday, November 11, 1940, the exact hour not yet having been settled with the CBC.

Yours sincerely,

CANADIAN TEACHERS' FEDERATION.

C. N. CRUTCHFIELD,

Secretary-Treasurer.

# Correspondence

President and Executive of the A.T.A.

Gentlemen:

We, the 1940 class who took the Summer School Course on the Psychology and Supervision of Arithmetic with Dr. LaZerte, felt that we must show our deep appreciation for this course in a more public manner than in the classroom, and trust that you will see fit to give this letter publication in our magazine. We were all quite loath to leave the most instructive reading material which Dr. LaZerte had gathered together, and were very sorry to come to the last of the lectures, which were so alive and teeming with interest. His keen vision, sympathetic attitude, and sparkling vitality imbued us all, and could not help but carry over to our work in schools and sub-locals during the coming year.

Everyone voiced a desire to see Dr. LaZerte taking a similar course next year. Some suggested a repeat of his 1939 course, but any other professional course offered would be most welcome on our summer school programme. Thank you, Dr. LaZerte, and you—our A.T.A., for sponsoring the course.

Yours sincerely,  
1940 Class of P. & S. of A.

# MANUAL ARTS

General Shop—Wood—Motor—Metal—Electricity—Drafting—Domestic Science

Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

In the last issue of the Manual Arts Page we could report that the shop teachers of Central Alberta organized their own Round-Table Conference at Red Deer. During the holidays a province-wide organization of Industrial Arts Teachers came into existence. Mr. Lloyd N. Elliott, the first president of the new organization, has kindly consented to give a report on the work of the original organization meeting at Calgary. We hope that those who could not be present at the time will hear the call.

## INDUSTRIAL ARTS TEACHERS, ORGANIZE!

Eighty teachers join "The Industrial Arts Teachers of Alberta".—100% membership expected during the coming school year.

**B**EFORE the close of the Calgary Summer School, the General Shop and Arts and Crafts teachers organized themselves into a body to be known as "The Industrial Arts Teachers of Alberta". In the short time available near the end of the session, the ground work was laid for what promises to be a real, wide-awake and mutually helpful organization of industrial arts teachers, which, incidentally, is probably the first province-wide group of its kind, in Western Canada at least.

### 1. THE NAME:

The name of the organization as above stated was chosen after very careful consideration. It is an up-to-date term. It is the name used elsewhere, where teachers in these fields of education have been organized for years. The term, "industrial arts", is used here in its broadest sense, to include all subjects and activities carried on in school shops of Alberta.

### 2. THE EXECUTIVE:

The executive is composed of men representing widely separated, and widely different parts of the province. They have done, or are doing, pioneer work in the industrial arts fields, and they are men who, by virtue of their vigor and enthusiasm for their work, recommend themselves as genuine boosters for this newly formed organization.

- a. Honorary President .....Dr. W. G. Carpenter
- b. President .....Mr. Lloyd N. Elliott, of Coaldale
- c. Vice-President .....Mr. Ross Ford, of Didsbury
- d. Sec.-Treas. ....Mr. Neil Cameron, of Drumheller
- e. Press Representative .....Dr. John Liebe, Lethbridge
- f. District Representatives:

Southern Alberta: D. C. Folk, of Bow Island; Frank Turner, Bellevue; J. A. B. Simpson, Arrowwood. Calgary and District:

F. E. Graham, Calgary; W. Roy Eyres, Strathmore; Tom Baillie, Canmore.

Central Alberta:

J. H. McCulloch, Elnora; J. A. Collins, Three Hills; John Weir, Sundre.

Edmonton and District:

T. D. Baker, Edmonton; Albert Beauregard, St. Paul; C. E. Stirling, Edson.

Peace River:

C. W. Pratt, Peace River.

### 3. MEMBERSHIP AND FEES:

Membership in the organization is open to all teachers engaged in, or interested in, the teaching of industrial arts in the province. During the last two days of the summer session more than eighty enthusiastic teachers signed up and paid their fees for the ensuing school year. These included not only men engaged in General Shop work, but also a good number of the ladies who are interested from the angle of

Arts and Crafts or Enterprise Education. A small annual membership fee of 50c was decided upon to enable the executive to carry on its correspondence with members and its research work. It is hoped that within the coming year membership will include all the industrial arts teachers of Alberta. Please accept this invitation and get in touch with Mr. Cameron, the secretary-treasurer.

### 4. AIMS AND OBJECTIVES:

(These have been drawn up tentatively by the executive and may be revised and added to as time goes on. Suggestions are welcomed.)

- (a) Generally—to further Alberta's Industrial Arts Education and the interests of the teachers thereof.
- (b) Specifically—
  1. To investigate all possible angles of the proposal to secure university credit for the industrial arts courses at the Calgary Summer School, which will ultimately lead to an education degree in this work.
  2. To assist the Department of Education in the preparation and revision of those sections of the courses of studies pertaining to the industrial arts.
  3. To co-operate with the director and staff of the Calgary Summer School in their efforts to make attendance at these summer sessions increasingly worthwhile.
  4. To request the editor of the *A.T.A. Magazine* to make more space available for the section now known as "Manual Arts" edited by Dr. Liebe. This widely read feature of the magazine can be made increasingly helpful.
  5. To lay plans for an annual convention of industrial arts teachers.
  6. To maintain bi-monthly contact with all the members, in order that they may be informed as to the progress being made by the organization along the lines of its objectives.

### A Manual Arts Section at Every Fall Convention

The teachers who work in the field of home economics, general shop and other shop subjects have naturally the desire to meet at the teachers' convention in a section of their own. Programs usually include special announcements for groups in music, dramatics, commercial subjects, social studies and so on. If you feel that handwork should not be overlooked, insist that arrangements are being made in time for a Manual Arts section program at the coming fall convention. The Supervisor of Education recently expressed surprise that it is sometimes difficult to get shop teachers together at conventions, while other groups are more easily contacted for discussions on the course of studies. This year sectional meetings will help a great deal in the organization work of the "Industrial Arts Teachers of Alberta".

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# STICKY LABELS

(Excerpt from *Calgary Herald* of June 14, 1940)

Members of the teaching profession have drawn our attention to the short paragraph in your editorial column of June 1: "The Canadian government has interned only two women as enemy aliens since the war started. It should inquire into the activities of certain women teachers not of enemy origin."

We take it for granted that the "Herald" had no other motive in publishing this paragraph than to serve the public interest. However, might we suggest that the teaching body of this Province, this Dominion, is second to none in loyalty to Canada, the British Empire and the cause of the Allies and democracy. Therefore, if there be such exceptions where, notwithstanding the oath of allegiance taken, individual teachers are guilty or alleged or rumored to be guilty of subversive activities, we would suggest that in all fairness to the parents of the school pupils and to the teaching profession the party publishing implications of disloyalty should reveal the information to the proper investigating authorities and run the quarry to earth. Statements of the kind of which the above is typical seem to us to serve no purpose other than to sow suspicion in the minds of the people of Alberta, that each and every member of the profession might be considered a fitting subject for investigation, and at the same time cater to the development and intensification of forms of war hysteria which set citizen against citizen without reason and discrimination.

We recognize that this is a time when a heavy responsibility rests on all directing and influencing public opinion, to see to it that all citizens should be above suspicion of indulgence in fifth column activities, statements or teachings, particularly those engaged in leading and instructing others, and the Alberta Teachers' Association undertakes neither to condone the offence nor shield its members from the just consequences of lack of true patriotism or indiscretions of the kind hinted at in your editorial column.

Powers of investigation are vested in the Discipline Committee of the Association and any member against whom rests a reasonable burden of suspicion would undoubtedly be subjected to investigation. If proven guilty he certainly would be held to have been guilty of acts unbecoming a member of the teaching profession, the penalty for which would involve cancellation of certification to teach. Furthermore, the findings of the Discipline Committee would necessarily have to be laid before the Minister of Education, who presumably would be entitled to refer the matter to other state authorities for further enquiry or criminal prosecution.

Furthermore, in the event of reports being received by the Association from any source whatsoever furnishing reasonable grounds for suspecting a teacher to be guilty of such


unbecoming acts, the source or sources of such reports would be treated as strictly confidential. So neither the "Calgary Herald" nor anybody else need have any fear of untoward consequences of performing a patriotic duty leading to the uprooting of disloyal teachers—if such there be. On the other hand, this Association protests against this, so to speak, dropping of sticky labels over the members of the teaching profession, which may attach themselves to any or all. Justice and decency surely demand that, if there be any individuals so deserving of contempt and humiliation, printed criticism should be specific in its implication and reference, rather than general: that is to say, such publicity should aim to shield from contumely rather than encourage pointing the finger of suspicion and scorn at an honorable and intensely patriotic group.

(Signed) ALBERTA TEACHERS' ASSOCIATION,  
per John W. Barnett,  
General Secretary-Treasurer.

## ALBERTA TEACHER AWARDED HONORABLE MENTION

It has recently been brought to our attention by the publishers of *The Instructor* that Miss Grace Schierholtz, substitute teacher in the Public School at Rocky Mountain House during 1939-40, has been awarded honorable mention in *The Instructor* Travel Contest for 1940 for her essay entitled "Atlantic Coast".

For the community as a whole, the investment of capital in educational opportunities tending to add to the industrial capacity of boys and girls is a certain means of adding to the collective wealth. Capital so used yields a princely return and will continue to do so until the present inequities disappear.—H. R. Seager.



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## Association Announcements

### 1940 FALL CONVENTIONS

#### TIMETABLE

##### **N.B.: RE HIGH SCHOOL CONVENTIONS:**

The High School sessions will last for TWO days only. The third day for High School teachers is provided to enable them to meet with the

public and intermediate school teachers in convention on matters of common import. The school grant and salary cannot be claimed unless the third day is put in at convention.

##### **Week Ending October 4th**

At St. Paul:  
Bonnyville and St. Paul Divisions—  
**Monday (P.M.) \*** and **Tuesday (morning and afternoon)**  
At Two Hills:  
Two Hills Division—  
**Tuesday\* and Wednesday (all day)**  
At Camrose:  
Camrose, Killam and Provost Divisions—  
**Thursday (P.M.)\* and Friday**

##### **Week Ending October 11th**

At Westlock:  
Pembina Division—  
**Monday (afternoon)\* and Tuesday (A.M.)**  
At Edmonton:  
Northern Alberta High School—  
**Wednesday,\* Thursday and Friday**  
At Edmonton:  
Clover Bar, Sturgeon, Wetaskiwin, Edson, Lac Ste. Anne, Holden, Lamont, Smoky Lake, Stony Plain and Athabasca Divisions—  
**Thursday and Friday**  
At Vermilion:  
Vegreville, Vermilion and Wainwright Division—  
**Thursday and Friday**

##### **Week Ending October 18th**

At Peace River:  
**Tuesday (A.M.)\***  
At Grande Prairie:  
**Wednesday (P.M.)\* and Thursday (A.M.)**  
At Red Deer:  
Central High School—For High School Teachers  
**Wednesday, Thursday (P.M.)\* and Friday**  
At Red Deer:  
Red Deer, Rocky Mountain, Ponoka and Stettler Divisions—  
**Thursday and Friday**

##### **Week Ending October 25th**

At Edmonton:  
Edmonton Local—  
**Monday and Tuesday\***  
At Coronation:  
Castor and Neutral Hills Divisions—  
**Thursday\* and Friday**

##### **Week Ending November 1st**

At Hanna:  
Berry Creek, Sullivan Lake and Acadia Divisions—  
**Monday (P.M.)\* and Tuesday (A.M.)**  
At Calgary:  
Southern Alberta High School—  
**Wednesday, Thursday\* and Friday**  
At Calgary:  
Calgary, Olds, Foothills, Wheatland, Drumheller and Bow Valley Divisions—  
**Thursday and Friday**

##### **Week Ending November 8th**

At Calgary:  
Calgary Local—  
**Monday\* and Tuesday**  
At Lethbridge:  
Lethbridge, Macleod, Pincher Creek, St Mary's River, Taber and Foremost Divisions—  
**Thursday and Friday**  
(High School section might meet Wednesday and have public meeting at night\*)  
At Medicine Hat:  
E.I.D., Tilley East and Cypress Divisions—  
**Thursday and Friday**

Days in black face refer to time when the principal guest speaker can be present.

\*Public meeting (possibly with banquet, etc.) might be arranged in the evening, if convenient.

TO ALL LOCAL AND SUB-LOCAL EXECUTIVES,  
CONVENTION CHAIRMEN AND OFFICERS:

RE FALL CONVENTIONS

WE HAVE been able to secure the services of two very prominent guest speakers for the Fall Conventions, namely Doctors Rosecrance and Lane. Those who were present at the Easter Convention at Edmonton in 1939 will remember that Dr. Lane was amongst the group of speakers sent by the Progressive Education Association and it is the opinion of many that he was peculiarly acceptable to Alberta teachers by reason of his close contact with supervision of teachers and the organization and government of large units of administration. We are given to understand that Dr. Rosecrance is equally outstanding. Both these gentlemen are from the same School of Education, namely that of Northwestern University, and Dr. Rosecrance was specially recommended by the Head of the School, Dean Melby.

Any Local Executive which finds it impossible to fit in 100% with the tentative programme as set forth should wire the General Secretary of the Association immediately. Dr. Rosecrance will be with us during the month of October and Dr. Lane the first week of November. The Executive wishes to state that real difficulties have been encountered in developing plans and securing speakers of the right type for the new set-up of our Fall Conventions. It may be that some executives will experience difficulty in planning their conventions within such a short period and the Executive earnestly requests that full co-operation be extended by each and every Local Executive and Convention. We would suggest that the presidents or officers of the locals or the convention chairmen included within the convention areas as planned get in touch with each other immediately, so that organization may go ahead for the convention and a definite programme may be worked out, not only for the convention

sessions but also to arrange for the High School teachers to be present with them on one day, during the A.T.A. and business sessions.

The Executive feels that the time has come when, owing to the difficulty of securing outstanding guest speakers at Fall Conventions, they must do their utmost to assist Local Executives in this regard. Furthermore, owing to the fact that, possibly in a short time the Fall Convention will have to be the real inspirational meeting of the teachers rather than the Easter Convention, something must be done to pave the way for the change. For that reason the matter of Fall Conventions has been discussed at the last two Annual General Meetings, and direct authority was given to the Executive to try and develop a programme of conventions for the fall. However, to do this it is obviously necessary to plan a general scheme for the province as a whole, in close co-operation with the Department of Education. We can assure you that the delay in getting information to Locals has not been due to any dilatoriness on our part. Negotiations could not be completed with the Department until away after schools closed, and we found the vacation period very inconvenient for locating people of the type wanted for this work, particularly as the staffs of Universities and Colleges of Education were on vacation.

We hope you may be able to adjust yourselves to the proposals, and we wish to reaffirm that the decision to have an organized plan for Fall Conventions is not an imposition of this Executive but a ruling of the whole Annual General Meeting of which each and every local forms a part. The increasing number of divisions established has resulted in a multiplicity of conventions to such an extent that the Department found it impossible to allocate the members of their Normal School staffs and departmental officials to each convention. Something just had to be done, and that something obviously was to combine a number of convention groups.

Re: Time and Arrival of Guest Speaker

Convention executives should scan carefully the programme of dates and centres. They may have more accurate knowledge of the possibilities of travel from their own centre to the next scheduled convention. For example they may judge whether or not it be possible to hold a public meeting in the evening or a banquet open to the public, with our guest speaker participating thereat, at such a time as to enable him to reach the next convention centre.

Re: Participation in Expenses of Guest

The dignity and prestige of the A.T.A. demand that guests of the type secured will necessarily be given a generous honorarium. The matter of financing these guests has never been settled and it is suggested, therefore, that the Provincial Executive bear part of the cost and that each local convention be prepared to contribute a reasonable proportion of the expense.

Re: Annual Meetings of Locals

The combining of Local Convention groups should not in any way tend towards eliminating the Annual Meeting of each local. That is the reverse of the intention behind the grouping idea. On the contrary it is earnestly suggested that each convention programme should provide for each divisional area, each local, to meet separately during the convention, possibly for a whole half-day or even more. Provision should be made for High School teachers to attend the business session at least.

The Fall Convention should still be regarded as the fit and proper place and time for holding the Annual Meeting of each local, particularly the annual election of officers, executive and the election or appointment of salary negotiation committees. Possibly also, the Superintendent and teachers of each division may desire to hold sessions to dis-

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cuss local divisional board problems, etc. This necessarily devolves on the convention committee the responsibility of providing a separate meeting room for each of the various local groups to carry on.

The full convention sessions will then be available for the guest speaker and other inspirational items and matters of common interest to all, including High School teachers.

#### High School Teachers and Local Conventions

During recent years matters were developing so that High School teachers were compelled to choose between losing participation in the Local Annual A.T.A. meetings (if they attended the High School Convention for two days) and losing their High School Convention altogether (if they elected to participate in the Local Convention and A.T.A. meeting). This was a very serious matter for, obviously, there was a growing danger that High School teachers, being often absent from the Local A.T.A. gatherings, would be compelled to abandon personal participation in A.T.A. Local elections and government.

However, this difficulty has been overcome. The Department has consented to pay grant for three days instead of two, so as to render it possible for teachers who may so desire to attend the High School convention for two days and also put in one day at the Local Convention. This will, of course, give such teachers the right to participate in the Local Annual Meetings and elections and at the same time to draw salary for three convention days.

The A.T.A. meetings and elections should therefore be scheduled for such days as will permit the High School teachers to be in attendance. For example, High School teachers from Wheatland, Bow Valley, Calgary, Olds, Foothills, and Drumheller Divisions will be in convention on the Wednesday and Thursday, and Friday will be left over for these teachers to meet with their local A.T.A. groups in their business sessions. In the same way the teachers of Berry Creek, Sullivan Lake and Acadia Divisions should hold their Annual Meetings on the Tuesday so that their High School teachers could meet with them on the Tuesday and be at their own High School Convention at Calgary on Wednesday and Thursday. Similarly, the High School teachers assembled at the Northern Alberta High School convention during the week ending October 11th may be accommodated by the business meetings of the locals (Clover Bar, Sturgeon, Wetaskiwin, Edson, Lac Ste. Anne, Holden, Lamont, Smoky Lake, Stony Plain and Athabasca) being arranged for on the Friday.

In all cases where the Local Convention is not being held at the same time and place as the High School Convention the High School teachers can put in one day at the Local Convention, when the business session (A.T.A. General Meeting, etc.) takes place, and then be free to attend two days at the High School Convention.

#### Further Information for Convention Committees

High School Inspector Frame has just returned from a summer at Columbia, where he took an intensive nine-point course, covering very thoroughly modern procedures in Commercial subjects, as well as modern practice in School Supervision. It seems to us that Mr. Frame has something to contribute to up-to-date techniques.

Dr. Kenneth Argue of the College of Education, University of Alberta, has also returned from Columbia, after securing his Ed.D. Degree. We refer you to a write-up on him in April number of *The A.T.A. Magazine*.

Awaiting your earliest possible reaction to this letter and a progress report from each convention area,

Yours very sincerely,

ALBERTA TEACHERS' ASSOCIATION.

Per: John W. Barnett,  
General Secretary-Treasurer.

#### A.T.A. FEES AND NATIONAL DEFENCE TAX

Ottawa, 5th September, 1940.

General Secretary-Treasurer,  
Alberta Teachers' Association.

Dear Sir:

Replying to your letter of 3rd instant would advise that fees paid by the teachers as members of the Association are not deductible for purpose of the National Defence Tax even though they may be for income tax purposes. The tax is on the gross amount of salary.

C. F. ELLIOTT, Commissioner of Income Tax.

#### TO OFFICERS OF ALL LOCALS

Not infrequently secretary-treasurers or other officers of locals change schools at midsummer, leaving the local in a position where it has no efficient correspondent. The A.T.A. has received moneys—local fees—during the midsummer months and we are naturally anxious to forward such moneys to the locals as soon as possible. Experience has shown that it is not convenient or wise to assume that the same secretary-treasurer exists in the district after the midsummer vacation. There is the danger of a cheque being lost, if forwarded to a person who has left the territory, occasioning considerable delay and follow-up work to the disadvantage of the local.

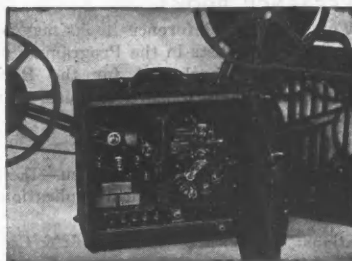
1. Will local secretaries therefore notify Head Office immediately of any change of address.

2. Will officers, Presidents, Vice-President or any other member of the local executives please advise us, in cases where the local secretary-treasurer has removed from the local area, of the person to whom moneys owing to the local may be sent pending the appointment of the secretary-treasurer's successor.

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## No. 44

### RE THE LANGUAGE REQUIREMENTS FOR MATRICULATION

The schedule on page 45 of the High School Regulation shows the requirements for Matriculation in so far as these can be completed within the limits of a three-year high-school programme. It does not, however, make the fact clear that Matriculation for the Special B.A. degree requires the third unit (not merely the second unit) of a second foreign language. This requirement is set forth definitely in the list of requirements under section 3, on page 46; and it is there followed by a recommendation that students who desire Matriculation for the Special B.A. degree should plan to spend four years in high school.

### THE WORLD OF TODAY

The Minister of Education has authorized a new and revised edition of this book for use with Grade IX classes in Social Studies this year. Teachers are requested to see that this new book is used in place of the old edition. Copies are available from the School-Book Branch at the same price as before.

### ENGLISH 3

The poetry book for English 3 will again be *The Century's Poetry*, Parts I and II (Penguin Books Ltd.). It is expected, however, that a new book will be available next year.

### GEOMETRY 1

A new authorized textbook in this subject is to be used this year—*Geometry for Today*, by A. J. Cook (Macmillan Co.).

Next month the Department will distribute in pamphlet form a Guide for the Teacher, which is to accompany the new textbook in Geometry.

### REFERENCE BOOKS

The following list of Teachers' Reference Books may be regarded as supplementary to the lists in the Programme of Studies for the Intermediate School and for the High School. Teachers may find some of these books useful in the reference library.

#### VOCATIONS AND GUIDANCE

*Living Your Life*: Crawford, Cooley and Trillingham—D. C. Heath & Co. (Useful also for the practical applications of Psychology.)

*Students and Occupations*: Williamson—Henry Holt & Co.  
*Training Girls for Art Vocations*: Eleanor Shepherd Thompson—Clarke, Irwin & Co.

*Guidance in Educational Institutions*: Thirty-Seventh Yearbook of the National Society for the Study of Education, Part I—Public School Publishing Co., Bloomington, Ill.

*Guidance Leaflets*: A series of pamphlets on different professions and vocations, to be had from the Superintendent of Documents, Washington, D.C., at five cents the copy.

#### HEALTH EDUCATION

*Suggestions on Health Education*—Board of Education Office, London, England.

*The Wisdom of the Body*: Walter B. Cannon—W. W. Norton & Co.

*Fit to Teach*: Ninth Yearbook of the Department of Classroom Teachers, National Education Association, 1201.

*You're the Doctor*: Victor Heiser—W. W. Norton & Co.

### PSYCHOLOGY

*About Ourselves*: Overstreet—W. W. Norton & Co.

*The Psychology of Normal People*: Tiffin, Knight and Josey—D. C. Heath & Co.

*How You Grow Up*: Victor Chamberlain—Copp Clark Co.

*Discovering Ourselves*: Strecker and Appel—Macmillan Co.

### SOCIOLOGY

*Society Faces the Future*: Gavian—D. C. Heath & Co.

*They Worked for a Better World*: Allan Seager—The People's Library (Macmillan Co.).

*Human Nature and the Social Order*: Edward L. Thorndike—Macmillan Co. A scientific approach to Sociology. A large book, rather expensive, but filled with information and challenging discussions.

### ECONOMICS

*Economics for Secondary Schools*: Riley—Houghton Mifflin Co.

*Practical Economics*: G. D. H. Cole—Penguin Books Ltd.

*Getting and Spending—The A B C of Economics*: Mildred Adams—The People's Library (Macmillan Co.).

*Society Faces the Future*: Gavian—D. C. Heath & Co.

*Getting a Living*: Lutz, Foote and Stanton—Row, Peterson & Co. (W. J. Gage & Co.)

*Consumer Economics*: Kennedy and Vaughn—Manual Arts Press. (Also useful in Home Economics.)

### SOCIAL STUDIES—INTERMEDIATE SCHOOL

*Changing Countries and Changing Peoples*: Rugg—Vol. II of the Junior High School Course.

*America Yesterday and Today*: Nicholas, Bagley and Beard—Macmillan Co.

*The Law Marches West*: Sir Cecil Denny—Dent & Sons.

*The Colonization of Canada*: Harvey—Clarke, Irwin & Co.

*The Growth of a Nation (United States)*: Barker, Webb and Dodd—Row, Peterson & Co.

*Man the World Over*: Carter and Brentnall—Dent & Sons. (Interesting World Geography.)

### SOCIAL STUDIES 2

*The Story of Civilization*: Becker and Duncalf—Silver Burdett & Co. (W. J. Gage & Co.).

*Trade and Industry*: Merriman and Mackintosh—Ryerson Press.

### SOCIAL STUDIES 3

*The Map Approach to Modern Problems*: Brown and Coysh—University Tutorial Press.

*Russia Through the Ages*: Stuart Ramsay Tompkins—Prentice-Hall. (A scholarly work by a former well-known Alberta teacher now a professor in the University of Oklahoma.)

*Federation and World Order*: Wilson—Thos. Nelson & Son.

*The League Experiment*: E. E. Reynolds—Thomas Nelson & Son. (Discussion Book.)

### HOME ECONOMICS

*It's Fun to Cook*: Maltby—J. C. Winston Co.

### MUSIC

*A Story of Music*: Barbour and Freeman—Birchard & Co.

### FREE READING—Grade X

*The Plains of Abraham*: James Oliver Curwood—Copp Clark Co.

### THE ROYAL EMPIRE SOCIETY

The Royal Empire Society, of London, England, holds annual essay competitions for the purpose of encouraging

studies relating to the Empire. Prizes are offered for the best essays. Last year many Canadian students entered the competition. Full information about the subjects for the essays, and the prizes to be awarded, may be had on application to Col. Walter James Brown, University of Western Ontario, London, Canada.

#### A NEW BULLETIN I, OF THE HIGH SCHOOL PROGRAMME

Last year's Bulletin I has been revised and printed in two separate pamphlets. The first, entitled "Regulations", will be revised and reprinted annually; but the second, containing prescribed outlines for Mathematics, Foreign Languages, General Shop, Home Economics, Law and the "IA" Electives, will stand for three years.

Bulletins II, III, IV and VI will stand for two years more without revision. Bulletin V will remain without change, except with respect to the One-Year Programme in Commercial Subjects.

Copies of the Regulations, and of the new Bulletin I, have been sent to the schools that require them. For extra copies of Bulletins II, III and IV, there is a charge of ten cents each.

The new Bulletin I has revised outlines for General Mathematics, Law, Bookkeeping IA and Typewriting IA.

#### RE SECRETARIAL TRAINING

Teachers of the Commercial Electives are asked to note that Secretarial Training will this year carry **seven (7)** credits; and that the periods of teaching for this subject must be distributed as follows:

Typing (largely speed tests) .....	1 period
Transcription .....	1 period
Discussion of textbook material and	
Dictation .....	5 periods

#### SUBEXAMINERS MAKE GIFT TO THE RED CROSS

Inspector Balfour received the following acknowledgment from Mr. Robert Muir, Secretary and Manager of the Edmonton Branch of the Canadian Red Cross Society: "Will you please convey to all those associated with you our sincere thanks for their splendid donation of \$100.23, handed to me yesterday? We greatly appreciate the Spartan spirit behind this gift."

#### TYPGRAPHICAL ERRORS IN THE HIGH SCHOOL REGULATIONS

Teachers are asked to make the following corrections in their copies of the High School Regulations:

- Page 8—Paragraph (c) under section 5 should be labelled (b).
- Page 17—Re Group D Electives—The number of credits for **Bookkeeping 1A** is 3, not 4.
- Page 19—In the list of Group D Electives, Art 2 should be preceded by an asterisk.
- Page 21—Regulation No. 9 at the top of the page should read as follows:  
"No student shall elect the Survey of English Literature who has not secured "B" standing in English 1 (not 2)."
- Page 23—Section 3 (ii) should read as follows:  
"At least fourteen (14) credits for subjects of the Third Year, with credits for English 3 and Social Studies 3 included."
- Page 25—From section 2 (ii) strike out the last sentence, which begins with the words, "The standing required . . . etc."
- Page 25—For section 2 (i) substitute the following: "With respect to any unit of English, Social Studies or



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an Academic Elective, a standing of 40 per cent at least, is required for credit towards the High-School Diploma." (See also the paragraph at the foot of page 23.)

Page 34—Requirement in Theory from Toronto Conservatory of Music for standing in Grade XII Music (Music 3) should be "Grades II and III complete."

#### CORRESPONDENCE COURSES

No student should register for Grade IX or high-school correspondence courses without first studying carefully the bulletin of the Correspondence-School Branch, available from the Director of the Branch. All students applying for such courses will be expected to have read this bulletin, and will be bound by the regulations set forth therein.

In any case where the Board of a School District or Division undertakes to pay the fees of a correspondence student, the application must be endorsed by the Board's Secretary-Treasurer in his own hand. If the student himself fills in the Secretary-Treasurer's name, the application will be returned to the office of the School Board concerned for personal endorsement before it can be accepted. This procedure, of course, causes unnecessary delay in the sending of lessons to the student.

Students or teachers who are applying for correspondence courses should send in the required remittance with their application; otherwise, the application will be returned.

Students or teachers applying for correspondence courses must complete and return to the Director of the Correspondence-School Branch both an application form and the registration card.

#### LIMITED PROGRAMME FOR CORRESPONDENCE STUDENTS

Correspondence students who are taking ten or more credits by classroom instruction and other credits by correspondence are limited to a total programme of not more than **thirty credits**. Students who are not taking any classroom instruction are limited to a programme of correspondence instruction totaling not more than **twenty-six credits**. Such students who register after the end of October may take a total programme of not more than **twenty-one (21) credits**. If they register after the end of November they may take not more than **sixteen (16)**. If they register after the beginning of the new year, they may take not more than **eleven (11) credits**. No registrations for correspondence courses, even in single subjects, will be accepted after the end of January, 1941.

#### RE THE FIRST-YEAR ELECTIVES OF THE HIGH-SCHOOL PROGRAMME

First-Year Electives may be taken by second-year or third-year high-school students to fill out their programmes. The only restrictions are those set forth on page 23 in section 3 of the regulations governing the issue of the High-School Diploma. (See also subsection (g) on page 10.)

#### SCHOOL BROADCASTS

The Alberta School Broadcasts will begin early in October. At that time annotated schedules of the broadcasts may be had from the office of the Supervisor of Schools.

#### THE SPECIAL ONE-YEAR PROGRAMME FOR COMMERCIAL SUBJECTS

Bulletin V, issued in August, 1939, stated the admission requirements for the One-Year Programme as follows: complete Grade XI standing (unrevised High-School Programme) or seventy (70) high-school credits.

Notice was there given that for the year 1940-41, the admission requirement would be one hundred (100) high-school credits.

The Department of Education has decided, however, to raise the admission requirement to eighty-five (not one hundred high-school credits.)

The new regulations governing admission to this Programme are set forth on page 11 of the High-School Regulations (1940 Edition); and the instruction requirements are given below. All teachers concerned are advised that these regulations, including the admission requirement of **eighty-five credits**, and the instruction requirements here set forth, will be strictly enforced.

#### Instruction Requirements.

This One-Year Programme may be given only in schools where it has been approved by the Department of Education.

Students shall elect courses of instruction from the following list, which together with remedial instruction and practice in English, Spelling, Penmanship, shall be sufficient in number to raise the total amount of instruction-time to thirty-five (35) periods per week:

Stenography 1 and 2 (10 periods a week);

Either Bookkeeping 1 (5 periods a week) or

Bookkeeping 1 and 2 (10 periods a week);

Either Typewriting 1 (5 periods a week) or

Typewriting 1 and 2 (10 periods a week);

Either Office practice 1 (5 periods a week) or

Office Practice 1 and 2 (8 periods a week);

Either General Mathematics 1 (5 periods a week) or

General Mathematics 2 (5 periods a week);

Law (3 periods a week);

Economics (4 periods a week);

Business Machines (4 periods a week).

#### CREDITS FOR MILITARY TRAINING

Health and Physical Education is a compulsory subject for all students in the Intermediate School, and for all first-year students in the High School. Some of the boys who have completed this compulsory course in Physical Education may desire, during their work in the Second Year, or the Third Year, of the High School Programme, to take military training out of school hours, by joining either a local military unit or a cadet corps.

Accordingly, the Department of Education will grant two (2) high-school credits for Military Training, taken out of school hours during the Second Year or the Third Year of the High School Programme by boys who have completed the compulsory course in Health and Physical Education 1, and hold credits for this work.

#### FALL CONVENTIONS

A schedule for the Fall Conventions of the Province has been drawn up by a committee, consisting of officials of the Alberta Teachers' Association, the Chief Inspector of Schools, and the Supervisor of Schools. This committee planned to group the School Divisions of the Province for the purposes of fall conventions of teachers in such a way that the following aims may be achieved:

1. That the convention centers may be chosen which will offer sufficient hotel accommodation for the number of teachers likely to be in attendance.
2. That a sufficiently large number of teachers may be in attendance to warrant making arrangements for special convention speakers.
3. That the Department, if so required, may be able to offer to the conventions the services of Normal School Instructors or other Departmental officials.
4. That places may be chosen as convention centers to which there is convenient access by car, bus or railway.

Such a plan will make it possible for the Alberta Teachers' Association to secure the services of special convention speakers who can address a number of these larger conventions. It is necessary, of course, that the convention dates be spread over a period of several weeks. The schedule of convention dates as approved by this committee appears elsewhere in this issue. In previous years it has been necessary for the officials of each local convention to apply for the Minister's approval of the convention programme and date. (Regulation No. 28.) This year, since the schedule has been approved as a whole it will not be necessary for Secretaries of the Local Conventions to apply for special approval.

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# Local News

## ANDREW

The members of the Andrew Sub-local held their last meeting of this term on June 7th at the Bukovina School. Mr. N. Melnyk was chosen as this Sub-local's representative at the Supervision of Arithmetic Course. The fees for the course will be paid from the Sub-local funds.

Mr. J. Tomashevsky, councillor for the Sub-local was called upon to receive suggestions from the teachers for the meeting of the Local Executive prior to their meeting with the Divisional Board. A very lively discussion took place. A resolution calling for reopening of negotiations with the Divisional Board was defeated.

Plans were made for a final gathering of the teachers of the Sub-local at Riverside on June 22nd.

Following the meeting the teachers enjoyed a hearty feed of wieners, marshmallows, and coffee prepared by the hosts, Miss P. Wakaruk, Miss M. Greff, and Mr. M. Matwichuk.

## BAWLf

A reorganization meeting of the Bawlf Sub-local was held on May 10th at the Bawlf School. The following officers were elected: President, Mr. G. Brimacombe; Vice-President, Mr. E. Skattebo; Secretary, Mr. R. Pritchard. Teachers' pensions and local Field Day were topics of discussion. Members are requested to make an effort to attend the next meeting.

## BONNYVILLE

On May 11th, a joint meeting of the Salary Schedule Committee and of the Bonnyville Executive took place. At that meeting, the Salary Schedule, as amended and suggested by the Divisional Board of trustees, was adopted by the Executive. A Salary Schedule is now in readiness for the coming year.

Mr. W. E. Kostash of Hairy Hill and Messrs. J. A. Beauregard and H. Robert, both of St. Paul also came to the meeting to discuss the feasibility of having a joint convention for the St. Paul and Bonnyville divisions. This convention to alternate, viz.: one year in St. Paul and one year in Bonnyville. Due to the fact

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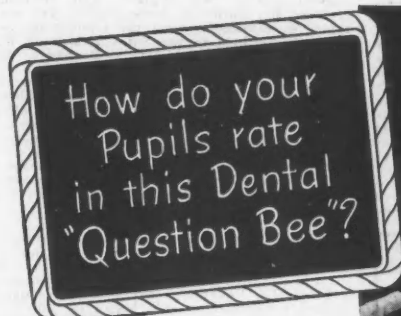
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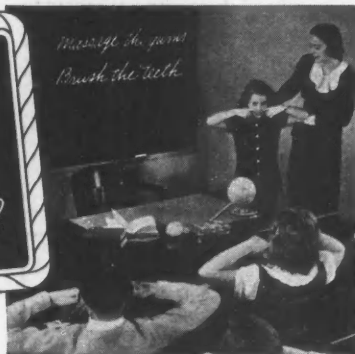


Ask your pupils to answer "True" or "False" to the statement with each picture. See what marks they get. It's an interesting way to help teach them important facts about modern dental hygiene.



The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1239 Benoit Street, Montreal, P. Q.

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## These children are learning how to keep their smiles bright. True or False?

TRUE. The teacher is showing them the way to massage their gums. The index finger is placed outside the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. Every time the teeth are cleaned, gums should be massaged, for sound teeth depend upon healthy gums and a bright, sparkling smile upon both.

## Soft foods are better for teeth and gums than hard foods. True or False?

FALSE. Hard foods are better because they require lots of chewing, give gums the exercise they need. Because we eat soft foods so often, we should provide our gums with extra stimulation by massaging them with Ipana.

## Parents as well as children should massage their gums regularly. True or False?

TRUE. In fact, many parents have learned about gum massage and its value from their children. Thus, in thousands of schools, the classroom drill in gum massage is often a direct benefit to the dental health of the whole family.

that some teachers who are over a hundred miles and many others who are sixty, seventy and eighty miles from St. Paul and could not attend the convention there because of the distance it was finally decided to have a separate convention for the Bonnyville Division; this convention to be held in Bonnyville. The Bonnyville Local is to have its first annual field meet on June 8. Preliminary eliminations are being carried out and will be completed by June 1st. Ribbons will be awarded to the winners.

## CALGARY

On June 11th the Calgary Local held a most successful dinner at the Glenoe Club. Dr. Coffin was the guest of honor and also the main speaker of the evening. He kept his large audience in a thoroughly jovial mood. The retiring president, Mr. W. C. Frickelton, was presented with a beautiful painting. Mr. Barnett, the president announced during the evening that a Calgary Teachers' Community Chest had been formed by voluntary contributions from the teachers and that its first donation would be an ambulance for the Red Cross.

## DONALDA-RED WILLOW

On June 5th the Donalda-Red Willow Teacher's Association wound up the season's activities with a wiener roast. Judging from the way the hot dogs and ice cream disappeared the lunch was enjoyed by all. The party ended with a softball game, the winning team (R. Kerr captain) scoring two extra runs. There were sixteen present.

## DUFFIELD

The May meeting of the Duffield Sub-local was held at the home of Miss Fischer on May 11th. Final arrangements and plans were made regarding the concert to be held on May 17th to raise funds for a local track meet. It was decided to hold an impromptu meeting the following Saturday to make final plans for the Track Meet to be held on May 23rd in Duffield.

A meeting of the Duffield Sub-local was held on May 18th to plan for the local Track Meet. The following officers were elected for the Track Meet Committee: Mr. Schommer, secretary-treasurer; Mr. Reynolds, president. Rules and regulations were discussed and ribbons, cups etc., arranged for. Some planning of the Track Meet area was also done before the meeting closed.

## GRANUM

The last meeting of the Granum Sub-local held on May 11th took the form of a dinner and theatre party. After motoring to Macleod, the teachers enjoyed an excellent picture.

## IRRICANA-KATHYRN

The regular meeting of the Irricana-Kathryn Sub-local was held in Keoma on May 9th at the home of Mrs. Hull. The main business of the meeting was the completion of plans for the Track Meet to be held in Kathryn on the afternoon of June 7th. Miss Mary Mayell gave a report on the Easter Convention in Calgary to which she was a delegate. Mrs. Hull served a delightful lunch after which the meeting adjourned.

## KILLAM DIVISION TRACK MEET

At Strome on June 7, 1940 was held the annual Divisional Track Meet sponsored by Killam Local. Despite cool breezes and a drizzling rain which fell in the afternoon in-

terest was keen throughout, and the Meet was observed by about 800 persons. The new Sports Grounds was in splendid shape with much credit going to G. F. Smith, principal of the Strome school and his assistants. Thirty-five rural schools and six towns competed on a "per pupil basis", for possession of the Trophy offered by the Divisional Board. Pryor school with an average of 1.1 carried off the prize, with Sterling and Mt. Zion close behind. In the town sections Sedgewick led, followed by Strome and Loughheed. Strome won three out of the four relay events. An entry of 44 teams in Softball provided an afternoon devoted to games. In the Rural section Bateman triumphed over Prairie Park. In the towns, Loughheed, Alliance and Forestburg were the victors. This was the most successful Meet yet. With ever greater interest displayed each year, the Local can feel elated in sponsoring such competitions.

#### KITSOTY-BLACKFOOT

A meeting of the Kitscoty-Blackfoot Sub-local was held in the Blackfoot school on June 11th. The main business of the evening was deciding the winning school in the Sub-local Track Meet. After careful calculation the cup was awarded to the Millerdale school taught by Miss S. Deane. Several suggestions for the fall convention at Vermilion were given to the District Representative. After the business meeting the teachers adjourned to the home of Mr. and Mrs. N. Robinson, where a very enjoyable evening was spent.

#### MYRNAM

The teachers of the Myrnam Sub-local held their final meeting at Morecambe on June 15th with a majority of the members present. After the ordinary preliminaries were dispatched Miss C. Gereluk and Mr. N. Poohkay gave reports of the two preceding executive meetings. Mr. Peter Romanuk was elected representative to serve on the Travelling Library Committee, while Miss C. Gereluk and Mr. A. Pawluk agreed to register in the Summer School course on the Psychology and Supervision of Arithmetic and share responsibility for its proper organization and administration when school resumes. Miss M. Kalancha and Miss C. Gereluk proved their culinary abilities beyond

a shadow of a doubt by serving a delicious lunch. A game of softball followed. Reminiscent of the finer treat the fair hostesses formerly provided, and desirous of doing away with a favorable balance of some fifteen dollars, there was a general craving for a final party. This desire culminated in a hike taking place at a nearby lake on June 23, when over twenty-five teachers, their friends and immediate relations celebrated the close of another successful year at school.

#### PONOKA

The executive of the Ponoka Sub-local held a meeting on June 1, the purpose of which was to arrange for a general meeting to be held the following Saturday. On June 8, the meeting opened with the singing of "O Canada". After the reading of the minutes, and the report of the treasurer, Mr. Rees spoke on the question of supporting the Sub-locals financially. As the meeting agreed that such support was necessary, its rendering was left to the discretion of the executive. In order that Sub-locals and locals may have a closer relationship, it was urged that the executive consider the use of the "News Letter". Further business was in the form of two motions: 1. That the former Salary Negotiation Committee be re-elected, and that the executive be empowered to make replacements if there are any vacancies due to withdrawals. 2. That the executive appoint a committee to prepare a slate of officers to be voted upon at the fall convention. The next section of the meeting was devoted to the reports of the delegates to the spring convention in Calgary. Mr. Rees presented a very clear picture of such a convention, and also of the work done by the Fall Conventions Committee. Mr. Maloney very ably reviewed the important features of three lectures which he found extremely interesting. After lunch the group heard from Mr. T. D. Baker, our Geographic Representative. Mr. Baker touched briefly on inspectors' reports, collective agreements, and Education Week. Mr. W. Hoar, representative of the Ponoka Division School Board, expressed the appreciation of the board members for the co-operation of teachers in the Division. Finally, Mr. R. E. Shaul expressed

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his views to the teachers on a very vital topic, "The Commission on Dominion-Provincial Relations".

The meeting closed with "God Save Our King".

#### REDWATER-OPAL

About 400 children of the Redwater-Opal Sub-local took part in a track meet at Opal on June 13. There were a large number of entries in each event and the meet was a great success even though it did rain a little. Two basketball games were staged. In the first the men teachers of the Sub-local defeated the Ufford Senior girls by a score of 17-5. In the second game the Eastgate boys beat the Ufford boys by a score of 22-16. In the track meet the Opal Senior Room amassed the largest number of points.

#### RIMBEY

Rimby Sub-local held its May meeting at the Rimby High School on May 11. Divisional Superintendent, Mr. Walker, and Divisional trustee, Mr. Fordham, were guests. The main topics of discussion were the elimination field meets to be held in the Sub-divisions on May 17 and 18 and the Field Day at Ponoka on May 24. Mr. Walker outlined the plans of the Divisional Board for these days. He also presented the Board's scheme to start a substantial library of good books in the Division, with the object in view of encouraging all school children to learn to like reading. Matters pertaining to practical health of pupils were touched upon. The meeting then adjourned to the home of Mr. Carroll, where a dainty lunch was served by Mrs. Kennedy and Miss McLees, assisted by Mrs. Carroll.

#### SPRUCE GROVE-STONY PLAIN

On June 11, the members of the Spruce Grove-Stony Plain Sub-local held their final meeting for the 1939-40 term. This meeting took the form of a picnic. A softball game was immensely enjoyed. The "weenie" roast, however, ended in a dash for shelter as rain began to fall. While the members were still under cover, the winners of the Stony Plain Sectional Track Meet were announced. They were Rosenthal, Glory Hills, and Stony Plain High School. The members decided to award a certificate to each of these schools, and a cup to the boy and the girl who scored the highest number of points. The motion that the cash surplus in the treasury be donated to the Red Cross carried unanimously. In spite of the rain scare and the mosquitoes, a pleasant time was had by all who were present.

#### SUNDRE

The Sundre teachers met in the W. I. hall for their regular meeting the second Friday in June. It was very disappointing that the Inspector, who had expected to be present, was unable to come. However a very lively meeting developed for the final month of the year. An annual sports day was planned for June 21. The Public Health clinics at James River and Bergen were a topic of discussion. Reports of attendance at the school Festival were given. The inadequacy of teachers' salaries to cope with summer school and various other increased, present day expenses and high cost of living became a live issue. Some teachers attending walked 24 miles through mud and rain. Mrs. Petch acted as hostess and served a delicious luncheon and coffee.

The Sundre teachers at a special meeting of the Sub-local at the W. I. hall on June 15 approved the salary scale which has been negotiated for the coming year by their executive with the Olds Divisional Board but with an amendment that a teacher be granted \$7 per credit for University work. Mr. E. Wiggins and Mr. Gilbert of Olds were present and gave a resume of the work of the salary committee during the past year. A vote of appreciation was moved by W. Parker to the executive for their work in behalf of their fellow teachers and to the Department and the A.T.A. officials for their efforts to improve the lot of the country teachers. Miss E. Dean acted as chairman. This concludes a ten-months' series of lively "get togethers" which have been useful and progressive.

#### VIMY

The Vimy Sub-local held eight meetings during the past year. There were discussions on the problems of a rural teacher and the teaching of Social Studies in Divisions II and III. Plans were also made to buy a moving picture machine for the Sub-local. On June 7, a dance sponsored by the Sub-local was held to raise funds for the moving picture machine.



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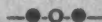
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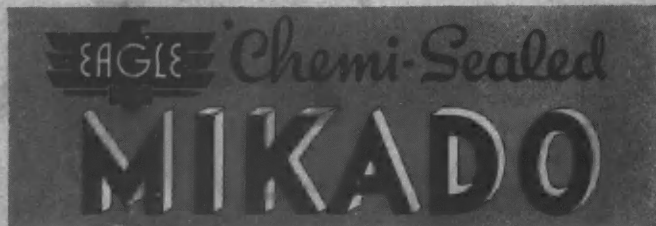
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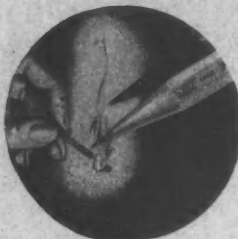
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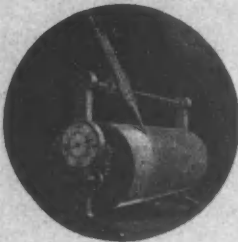
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